DOCUMENT RESUME

ED 166 868 EC 112 967

TITLE	Bowling Green-Warren County Consumer-Career Education Handbook for Exceptional Education. Grades 1-12.
INSTITUTION	Bowling Green Independent School District, Ky.
PUB DATE	[78]
NOTE	327p.
EDRS PRICE	MF-$0.83 HC-$18.07 Plus Postage.
DESCRIPTORS	Aurally Handicapped; *Career Awareness; *Career Education; *Consumer Education; *Curriculum Guides; Educable Mentally Handicapped; Elementary Secondary Education; Emotionally Disturbed; *Handicapped Children; Homebound Children; Learning Disabilities; Physically Handicapped; Trainable Mentally Handicapped

ABSTRACT

The document contains consumer and career education curriculum guides for elementary and secondary teachers of handicapped children. Various units are grouped into the following disability categories: primary, intermediate, and secondary educable mentally handicapped; trainable mentally handicapped; emotionally disturbed; physically handicapped; learning disabled; speech and hearing impaired; and homebound. Restaurant management, transportation, awareness of a career situation, used car salesmen, duties of a mechanic, and public health services occupations are among the units included in the guide. Objectives, resources, content, performance, and evaluation are usually outlined for each unit. (PHR)

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ACKNOWLEDGEMENTS

Sincere appreciation is extended to the many people who made this guide possible. The exceptional education teachers in the Bowling Green Independent School District and the Warren County School District contributed the material that is included in the guide.

The two Superintendents, Joel C. Brown, Bowling Green, and Robert J. Gover, Warren County are to be commended for the support and encouragement they have given to the project. Mrs. Randy Kimbrough, Elementary Supervisor for Bowling Green and Mrs. Edna Cashman, Director of Pupil Personnel for Warren County have provided assistance in the development of this guide.

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FOREWARD

This Consumer-Career Education Guide was developed to assist teachers of exceptional children in the Bowling Green Independent School District and the Warren County School District in implementing consumer and career education into the present curriculum for exceptional children.

The guide itself offers suggestions for teachers of exceptional children. It allows teachers the option of using their own creativity and ingenuity in the implementation of the units.

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CAREER
EDUCATION

CONTRIBUTING
TEACHER:

TERRI PRIDDY
EMH

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
POLICEMAN

OCCUPATIONS

1. State Police
2. Traffic Control Officer
3. Radio Dispatcher
4. Rescue unit
5. Detective
6. Juvenile Division
7. Investigator
8. Training class instructor

CAREER EDUCATION

TITLE: Policeman

AREA OF CONCERN: The reason for this unit is to make child aware of the many different careers with a police department and function of each.

I. OBJECTIVES

- A. To make child aware that laws are made for people by the people
- B. To help child develop positive attitudes about our laws
- C. To become aware of the duties of a policeman to help and protect people

II. RESOURCES

- A. High Interest Low-level Books
  - 1. Dillan, Ina K. About Police, Melmont Publisher Inc., Chicago.
  - 2. Miner, I. Police and Fireman, Children Press, Chicago.
  - 3. Colby, C. B. Police, Coware-McCann Inc., New York.
- B. Filmstrips
  - 1. Community Services--Our Police Department--Lerner Pub. Co.
  - 2. Your in Jail--E. C. I.
  - 3. Community Helpers--Pictures for tracing--Encyclopedia Film Inc.
- C. Newspaper
- D. People on the job
- E. Magazines
- F. Games--What's My Line
- G. Interviews

III. CONTENT

A. Language Arts

1. Practice reporting a crime (facts needed)
2. Write thank you notes
3. Spelling--Vocabulary (from policeman terms)
4. Interviewing skills

B. Art

1. Draw Policeman
2. Use scissors, paste, and colored paper to make stop-and-go signals
3. Make safety posters
4. Draw pictures of policeman tools
5. Murals--different police careers
6. Make fingerprints (each child will see that each is different)

C. Social Studies

1. Sooten, Laura Let's go to a Police Station, G. P. Putnams and Sons
2. Ray, J. Careers with Police Department, Lerner Pub.
3. Experience Stories

D. Math

1. Cost of uniforms
2. Cost of education
3. Salary different in different police careers
4. Cost of tools--who pays cost
5. Who pays policeman
6. Cost of tickets (different cost)

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

TERRI PRIDDY
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CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
THE GROCERY STORE

OCCUPATIONS

1. Store Manager
2. Buyer
3. Checkers
4. Bookkeeper
5. Stockboy
6. Produce clerk

CAREER EDUCATION

TITLE: The Grocery Store

AREA OF CONCERN: The reason for a unit on the grocery store is to give the pupil an opportunity to become familiar with the many different occupations involved in the grocery store as well as the items to be purchased in the store to the consumer. The pupil will also be expected to learn the value of money.

I. OBJECTIVES

A. Each child will be able to identify the workers needed to operate a grocery store in a period of two weeks with 95% proficiency.

B. Each child will learn the importance of numbers in real situations in a period of two weeks with 95% proficiency. (To enable the consumer to make comparison between prices and differences)

C. Each child will be made aware of common courtesies while shopping.

D. Each child will become aware of where foods come from.

E. Each child will become aware of foods that constitute a balance diet in a period of two weeks with 95% proficiency.

II. RESOURCES

A. High Interest Low-Level Books

B. Films

C. Magazines

D. Newspaper adds

E. Cash register

F. Scales

III. CONTENT

A. Math

1. Shopping for specific number of objects
2. Making change - toy cash register
3. Compare prices - different stores
4. Grocery list
5. Newspaper
6. Division of money

   Example: 10 pennies=1 dime
   2 nickels=1 dime
   5 pennies=1 nickel

7. Make play money
8. Measurement - pounds - ounces

B. Social Studies

1. Source of food (compare prices of homegrown produce to that of store bought produce)
2. Local farmers products
   a. corn
   b. potatoes
   c. peas
3. Food grown in other states
   a. grapefruit
   b. oranges
4. Foreign foods
   a. tea
   b. spices
   c. sugar

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EDUCATION & WELFARE
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Bowling Green - Warren County
Consumer-Career Education Handbook
For
Exceptional Education
Grades 1-12

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Joel C. Brown

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    - d. coffee
    - e. banana
    - f. chocolate
  - 5. Transportation - Modes of travel for different types of food
    - a. trucks
    - b. trains
    - c. airplanes
    - d. boats
  - 6. Attitudes
    - a. take turns in grocery line
    - b. hold door open for others
    - c. thank you for help
    - d. return grocery cart
- C. Health
  - 1. Balance meal - make our menu for week (cost of menu for week to consumer)
  - 2. Cleaniness of food
  - 3. Simple facts of nutrition
  - 4. Discussion of basic foods
- D. Language Arts
  - 1. Interview (one or all if possible) might include parents here
    - a. manager
    - b. checker
    - c. stockboy
    - d. trucker

        - e. produce clerk
        - f. meat cutter
        - g. salesman
        - h. bookkeeper
    - 2. Thank you letters
    - 3. Write own ads
- E. Reading
    - 1. Read labels
    - 2. High interest low level books
    - 3. Newspaper ads
    - 4. Write experience stories and illustrate
- F. Art
    - 1. Make signs
    - 2. Posters
    - 3. Mount pictures
    - 4. Build small grocery in room

IV. PERFORMANCE

- A. Student collect and mount pictures
- B. Make posters and signs
- C. View filmstrips
- D. Take field trip to grocery store
- E. Share books on grocery store
- F. Share experiences
- G. Make grocery store
- H. Make play money

V. EVALUATION

A. Note! Does pupil choose library books to read on topic

B. Are there any changes of attitudes toward the role of this community helper?

C. A large mural

D. Field trip to grocery store

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

PAM GRIFFIN
RESOURCE ROOM

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
RESTAURANT MANAGEMENT

OCCUPATIONS

1. Manager
2. Cook
3. Cashier
4. Waiter-Waitress
5. Wholesaler--food processor
6. Farmer

CAREER EDUCATION

TITLE: Restaurant Management

I. OBJECTIVES

- A. Where our food comes from
- B. How it is gotten to the processor and how it is processed
- C. How the food gets from the wholesaler (processor) to the restaurant itself
- D. About responsibilities of various workers in a restaurant
- E. Where the money that you pay for your meals goes (to pay workers & wholesaler, to take care of overhead, profit-reinvesting for improvements)

II. WHERE DOES OUR FOOD COME FROM?

- A. Grown on farms
  - 1. grains
  - 2. vegetables
  - 3. animals
    - a. pigs (pork, bacon, etc.)
    - b. chickens
- B. Raised on ranches
  - 1. cows
    - a. beef
    - b. veal, etc.
  - 2. sheep
    - a. mutton
- C. Gotten from the ocean
  - 1. shellfish
    - a. clams

        - b. oysters, etc.
    - 2. fish
        - a. tuna
        - b. salmon, etc.

III. HOW IS IT GOTTEN TO THE PROCESSOR AND FROM THERE TO RESTAURANT?

- A. Shipped by boat
- B. Shipped by truck
- C. Shipped by train
- D. Flown by air

IV. RESPONSIBILITIES OF VARIOUS WORKERS

- A. Indirectly associated with restaurant
    - 1. rancher and farmer--raise the product
    - 2. fisherman
    - 3. wholesaler (processor)
        - a. purchases from producer
        - b. processes
        - c. fills order for restaurant
- B. In the restaurant itself
    - 1. manager
        - a. hires and fires
        - b. supervises other workers
    - 2. cook
        - a. prepares food
    - 3. waiters and waitresses
        - a. take orders
        - b. write up bill
        - c. bring food to table

        4. cashier

            a. changes money

V. WHAT HAPPENS TO MONEY THAT YOU PAY FOR FOOD IN THE RESTAURANT?

- A. Pays waiters, cooks, cashier, etc.
- B. Pays wholesaler for food products
- C. Pays electricity, gas bills to run restaurant
- D. Pays rent for building
- E. Used for imporvements in building itself
- F. Profit to owner

VI. RESOURCES

- A. Book, First Book of Food
- B. Filmstrip, "The Corn Belt"
- C. Film, "My First Job - Food Service"

VII. CONTENT

- A. Language Arts
    - 1. Vocabulary
        - a. names of various kinds of food
        - b. names of occupations
    - 2. After class, visit to restaurant, write experience story for language development
- B. Math
    - 1. Work problems using vocabulary for and relating to unit

      Example: If a farmer can plant 16 rows of corn and there are 20 stalks in each row, how many stalks of corn will he have?

      If you buy a dinner at a restaurant for $3.59 and you pay with a five dollar bill, how much change will you get?

C. Reading

   1. Provide reading materials pertaining to various aspects of the unit-- children may do book reports

   2. Child may write reports - "If I worked in a restaurant, the job I would like is, ..."

D. Social Studies

   1. Types of restaurants serving foods of various cultures

   2. Restaurants in large cities and in small cities - likeness and differences

E. Science and Health

   1. What types of foods do we get from the ocean?

   2. What do plants need to grow?

   3. Feeding animals raised for food

   4. Have children make up a restaurant menu

VIII. PERFORMANCE

A. Visit farm or ranch, food processing plant, and restaurant

B. Write the Food & Drug Administration for information on food processing

C. Make a mural showing a food product traveling from source to restaurant (farm--trucked to processing--trucked to restaurant--people eating

D. Set up restaurant in room--have some children act as customers, others play roles of waitress, cashier, etc.

E. Fill our application for working in restaurant

IX. EVALUATION

A. Oral discussion

B. Written test

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

PAM GRIFFIN
RESOURCE ROOM

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
WORKING FOR A NEWSPAPER

OCCUPATIONS

1. News photographers
2. News Reporters
3. Printers
4. Typists
5. Distributing
6. Advertising

CAREER EDUCATION

TITLE: Working for a Newspaper

I. OBJECTIVES

- A. How new is gathered
- B. How newspaper is actually put together
- C. What happens to money you pay for a newspaper

II. HOW IS NEWS GATHERED?

- A. Office keep contacts with government office, police department, local businesses, etc.
- B. Contact other cities and federal news agencies
- C. Sometimes people (individual citizens) call in news
- D. Send reporters to observe local distant special happenings (meetings, fairs, etc.)
- E. Reporters interview people
- F. Syndicated columns - bought from other newspapers

III. HOW NEWSPAPER IS PUT TOGETHER AND DISTRIBUTED

- A. Photographers gather pictures taken at sites of news happenings; reporters write up stories relating to news items; others gather advertising backing
- B. Typists type up reports
- C. Layout person sets up format
- D. Printers set up type - run rollers
  - 1. discuss size type
    - a. headlines
    - b. subheadings
  - 2. discuss type of lettering

        a. block
        b. italics, etc.
    - E. Papers bundled and trucked to various stores where people may buy
    - F. Newspaper boys deliver to houses

IV. WHERE DOES THE MONEY THAT YOU PAY FOR A PAPER GO?

- A. Rental of newspaper office
- B. Pay for machinery, paper, ink
- C. Pay for maintainance - electricity, etc.
- D. Pay workers
- E. To reinvest
- F. Profit

V. CONTENT

- A. Reading and Language Arts
    - 1. Cut out interesting articles, summarize
    - 2. Have students write stories to go with pictures teacher has cut out (or draw pictures to go with articles cut out)
    - 3. Make up fictional stories (creative writing)
    - 4. Write advertisements
    - 5. Make a class newspaper with articles about class members, advertisements about parents' businesses/or if printing facilities available, make school newspaper to sell to other students
- B. Social Studies
    - 1. Read and study newspapers from other cities or countries
    - 2. Comparison of big city newspaper with small town newspaper
- C. Math

1. Related word problems
    a. Example: A newspaper office prints 200 copies of their paper. They sell 190 at 15¢. How much money did they lose by not selling all the newspapers?
    b. Example: If a newspaper boy has 40 houses on his route and makes 3¢ for every newspaper he delivers, how much money will he make in one day? In a week?

D. Science
    1. Machines - How are the presses ran? (electricity)

VI. PERFORMANCE
    A. Visit local newspaper office and/or have editor, printer, etc. visit classroom
    B. Look at a job application form for working with newspaper firm

VII. EVALUATION
    A. Oral discussion
    B. Written test

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

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CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
CAFETERIA WORKER

OCCUPATIONS

1. Planner
2. Purchaser
3. Cooker
4. Server
5. Cleaner
6. Manager

CAREER EDUCATION

TITLE: Cafeteria Worker

AREA OF CONCERN: To become aware of the processes involved in managing and running a school cafeteria

I. OBJECTIVES

A. To become aware of the various roles related to working in a cafeteria

B. To realize that cooking and/or eating is a life-long enterprise for everyone

C. To realize the need for foods from each food group in order to maintain a healthy body

D. To become aware of the need for cleanliness when working around food

E. To realize the money saving value of shopping around for best buys

II. RESOURCES

A. Cafeteria

B. Cafeteria Worker

C. Wholesale salesman

D. Phamplets

E. Books

F. Recipes

G. Kitchen Utencils

H. Baking Ingredients

I. Library Materials

   1. Flims

    2. Filmstrips
    3. Pictures
- J. Dictionary
- K. Order Forms
- L. Order Forms
- M. Products and Supplies used in cafeteria
- N. Demonstrations
- O. Observing
- P. Grocery Store
- Q. Role playing

III. CONTENT

- A. Language Art
    - 1. Spelling Words pertaining to cafeteria worker
    - 2. Vocabulary Development - sentences
    - 3. Role Playing
        - a. Serving
        - b. Preparing
    - 4. Interview cafeteria workers
    - 5. Reading - Experience Story
- B. Math
    - 1. Money - salaries
    - 2. Fractions
    - 3. Volume
    - 4. Weight
    - 5. Temperatures
    - 6. Prices
    - 7. Field trip

C. Science

  1. Chemical reactions
  2. Role Health Department plays with Sanitary Laws
  3. Effects of temperature
  4. Cooking
  5. Tools
  6. Observations
    a. Cooking food
    b. Serving food
    c. Making roles

D. Art

  1. Draw pictures
  2. Posters of Food groups
  3. Make puppets

IV. PERFORMANCE

A. Have puppet show about cafeteria worker (role play)
B. Role play serving food with special attention on kitchen utensils
C. Make list of ingredients used in baking
D. Observe cooks making rools
E. Make rools in our own room
F. Compare prices of home baking with "store bought" items
G. Bring recipe books to classroom to read and compare
H. Pick favorite recipe and compile in "Class Cookbook" for distribution to each student
I. Poster chart on steps used to make rools
J. Oral reports

K. Draw picture of cafeteria worker cooking and serving

L. Role play cafeteria worker buying goods from Wholesale man

M. Compare price of canned items we buy in store to that of size can used in cafeteria

N. Field trip to grocery to buy items needed to make rolls in classroom - complete list cost; make change

O. Construct or draw model cafeteria

P. Discuss sanitary regulation guidelines used by cafeteria worker

Q. Clip and compile advertisements from newspapers and magazines and decide best buy

R. Locate and read literature relating an aspect of cooking

S. Measure volume of various containers

   1. Cookware used at home and in cafeteria

   2. mixing bowl used at home and in cafeteria

T. Roleplay interview of cafeteria worker for employment

   1. Salary

   2. Requirements

U. Prepare flo-chart of an item from ingredients to product

V. Interview headcook

W. Visit cafeteria kitchen

X. Compile experience chart

V. EVALUATION

A. Oral tests

B. Teacher observations

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

BARBARA ADAMS

EMR

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
FARM AND FARMING

OCCUPATIONS

1. Field worker
2. Field supervisor
3. Farm manager
4. Farm owner

TITLE: Farm and Farming

AREA OF CONCERN: To realize the many jobs involved in farming.

I. OBJECTIVES

A. To realize the importance, to all people, the products the farmer grows

B. To become aware of the time, money, and energy involved in farming

C. To become aware of the steps involved in a "crash crop". (Example--tobacco)

II. RESOURCES

A. Library Materials

1. Films
2. Filmstrips
3. Pictures
4. Books

B. Role playing

C. Demonstrations

D. Observations

E. Seeds and grains

III. CONTENT

A. Language Art

1. Spelling words pertaining to the farmer and farming
2. Vocabulary development
    a. sentences
    b. new words

3. Role playing
4. Interviewing
5. Field trips

B. Math
1. Measurement
2. Weights
3. Temperature
4. Ratio
5. Land prices

C. Science
1. Temperature
2. Climate
3. Seeds
4. Soils

D. Art
1. Posters
2. Pictures
3. Construct small farm

IV. PERFORMANCE

A. Discussion on the farmer and the farm

B. Make a list of equipment needed on a farm

C. Compile cost list of buying new equipment

D. Clip advertisements from newspapers of farms for sale--what they have to offer--best buy, etc.

E. Field trip
1. Stockyard
2. Farm
3. Tobacco Warehouse

F. Prepare flo-chart on tabacco from seed in plant bed to cigarette

G. Bring stalk of tabacco for demonstration on how stripping is done

H. Oral report on cash crops in farming

I. Estimate farmers salary from expected crop yields

J. Plant seeds that are grown on a farm in the classroom

K. Discuss the contrast of planning budget of weekly paycheck to that of crop check

L. Plant seeds in regular soil and fertilized soil to compare

M. Plant tobacco plants on school ground then next fall cut, strip, etc. to prepare for market as farmer would

V. EVALUATION

A. Oral tests

B. Teacher Observations

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

BRENDA K. CAMPBELL

EMH RESOURCE ROOM

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

GROOMING: INSIDE AND OUTSIDE

OCCUPATIONS

1. Hair dresser
2. Manicurist
3. Dental Hygientist
4. Dietitian

CAREER EDUCATION

TITLE: Grooming: Inside and Outside

AREA OF CONCERN: Students will become aware of good personal grooming habits and people who help us maintain overall good health.

I. OBJECTIVES

- A. To become aware of the various roles related to good grooming
- B. To realize that everyone can help keep himself well-groomed and healthy
- C. To realize the bodily need for food and that it influences how we feel and look
- D. To compare the prices of services provided by professionals and those provided at home

II. RESOURCES

- A. Food charts
- B. Manicure materials
- C. Shampoo and other beauty shop materials
- D. Beautician
- E. Dental hygientist
- F. Dietitian
- G. Foods for food tasting party
- H. Soap and towels
- I. Comb and brush
- J. Toothbrush, paste, etc.
- K. Films from Third District Film Library on five senses, etc.
- L. Breakfast game from Kelloggs
- M. Baskin-Robbins ice cream cartons

N. Magazines with food pictures

O. Paper dolls

P. Scraps of fabric

Q. Teacher made worksheets from health units

R. Health and/or science textbooks

S. Filmstrip projector

T. Tape recorder

U. Record player

V. Film projector

W. Sample products; shampoo, toothpaste, soap, tissues, etc.

X. Bulletin board and yarn, word cards

Y. Resource materials on money

Z. Flannel board materials on seasons, food, and health

III. CONTENT

A. Language Arts

1. Experience charts following activities and visits
2. Interview guests at school and on field trips
3. Field visit to barber/beauty shop
4. Field visit to drug or grocery store to price products needed for self-care
5. View filmstrips on barber shop and beauty shop
6. Role play visitors and customers
7. Match items of personal care with words on bulletin board
8. Spelling list from experience charts
9. Record visits and role play sessions
10. Discussion
11. Write thank-you notes to visitors

B. Science/Health

1. Shampoo children's hair, style, cut (by beautician)
2. Practice brushing teeth
3. Sample good snacks
4. Sample foods from each of four food groups
5. Make new and different recipes from "Cooking in the classroom"
6. Manicure partner's hands
7. Practice washing hands correctly
8. Discuss basic four food groups - game on classification
9. Play Kelloggs breakfast game on eating a good breakfast
10. Cut and dress paper dolls with fabric scraps for various seasons

C. Math

1. Work on counting money
2. Compare price of home shampoo to a beauty shops shampoo, etc.
3. Price personal care items at drug or grocery store
4. Make money for classroom practice

IV. EVALUATION

A. The children will be observed to determine the level of their individual participation in all unit activities.

B. Observation will also be used after the unit to see if students continue to practice good personal care habits.

C. Notes will be sent home to communicate with the child's family the ackomplishments each child has had during the unit.

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

BRENDA K. CAMPBELL

EMH RESOURCE ROOM

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

DRUGS AND YOUR BODY

OCCUPATIONS

1. Doctor
2. Nurse
3. Pharmacist
4. Policeman

CAREER EDUCATION

TITLE: Drugs and Your Body

AREA OF CONCERN: Care should be taken in using drugs/medicine properly.

I. OBJECTIVES

- A. To become aware of the use and care of medicines in the home
- B. To realize that some drugs are bad for our bodies and some are helpful to our bodies
- C. To identify body parts
- D. Contrast costs of drugs and medicines

II. RESOURCES

- A. Doctor
- B. School nurse
- C. Pharmacist
- D. Policeman with drug samples
- E. WKU clinic, hospital, and pharmacy
- F. Medicine boxes, bottles, etc.
- G. Local drug store
- H. Library books
- I. Charts
- J. Experience charts
- K. Films from 3rd District film library
- L. Filmstrips from guidance counselor and library
- M. Teacher made worksheets
- N. Cardboard boxes

O. Bulletin Board

P. Sample vitamins from doctor

Q. Blood pressure guage

R. Stethoscope

S. Drug abuse material from state and police

T. Film projector

U. Film strip projector

V. Puppet put-tp-gethers

W. Magazines and old texts

III. CONTENT

A. Language Arts/Social Studies

1. Field trip to WKU hospital, etc.
2. Roleplay emergency phone calls to doctor
3. Interview techniques with doctor, nurse, pharmacist, and policeman
4. Write experience charts following visits and trips
5. Write a label for empty medicine bottles
6. Discuss drugs which are helpful and those that may be harmful including other harmful household products
7. Write thank-you notes to visitors
8. List careers which are related to health and duties of each person in the occupation
9. Discuss first aid and practice
10. Name parts of the body
11. View and discuss films and filmstrips

B. Art
   1. Illustrate field trips and experience charts
   2. Make classroom medicine chests from boxes, etc.
   3. Make a mural of field trip
   4. Make medicine from paper to use in working math problems
   5. Put people together with braces
   6. Paste foods on paper plates to show good meals

C. Math
   1. Work on combinations to 20 using above "pills" as counters
   2. Price medicine bottles brought in and practice counting money and making change at our room pharmacy
   3. Discuss salaries of people interviewed and how they use their salary to buy need for their family

D. Music
   1. Ask music teacher to teach "Dry Bones" and anything else appropriate

IV. EVALUATION

A. Teacher observation of each child's contribution

B. Child's ability to verbalize good health rule related to unit. (Children should never take medicine by themselves)

C. Short teacher-made questionaire as one of teacher-made worksheets

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

KATHY HUGHES
EMR

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
HOSPITALITY OCCUPATIONS

OCCUPATIONS

1. Waiter/waitress
2. Chef/short order cook
3. Bellhop
4. Dishwasher
5. Hotel Maid

CAREER EDUCATION

TITLE: Hospitality Occupations

I. OBJECTIVES

A. To acquaint the students with the specific skills necessary for each hospitality occupation in this unit.

B. To give the students a general idea of the amount of money earned when employed in each of the occupations

C. To aid the students in learning what steps to follow in order to obtain one of these jobs

II. RESOURCES

A. Maid

B. Waiter / Waitress

C. Cook

D. Bellhop

E. Uniforms

F. Menus - Special Kids Stuff (Pages 136-140)

G. Order pads

H. Filmstrips

I. Films - Kingdom of Could Be You - Recreation, Hospitality, Tourism, and Applying for It

J. Magazines

K. Ditto sheets

L. Charts on income

M. Newspapers

N. Applications - Special Kids Stuff (Page 91)

O. Play telephone

P. Tape recorder

Q. Paychecks

III. CONTENT

A. Language Arts

1. Read menus (ones who can)
2. Write food order on pad
3. Describe what is in picture
4. Read want-ads for job hunting (ones who can)
5. Fill out application (ones who can)
6. Ask for job over play telephone
7. Discuss pros and cons of jobs
8. Sign name on check
9. Do worksheets from Special Kids Stuff

B. Math

1. Match number on key to room number in motel
2. Write down price of some food items
3. Compare money earned at each job
4. Read amount of money written on check

C. Social Studies

1. See filmstrips and films listed above
2. Roleplay a job and an interview
3. Go on a field trip to a motel such as Ramada
4. Interview some source people

D. Health

1. Discuss safety practices when cooking
2. Charts on sanitary methods of handling food

E. Art

   1. Posters on safety practices when cooking

   2. Chart of salaries of hospitality occupations

   3. Make puppets

IV. PERFORMANCE

A. Read menu and order form

B. Write food order on pad and price of order

C. Match uniforms and equipment used to the right occupation

D. Roleplay a telephone conversation to obtain a job (older students).

E. Interview resource people who perform these jobs to determine their income and qualifications

F. Make a chart of income for various workers in this field (older students)

G. Find a help-wanted ad in this field in the newspaper (older students)

H. Fill out an application for a job (older students)

I. Sign name on a paycheck and tell how much money should receive

J. Roleplay some of the jobs in this area as observed on field trip

K. Take a field trip to a motel (Ramada Inn)

L. Match number on key to room number on worksheet

M. Make a menu

N. Make some puppets to represent a cook, maid, or waiter / waitress

O. Make posters of safety practices when cooking

P. Find pictures of cooks, maids, porters, waiters, waitresses, dishwashers, in magazines and put on bulletin board

Q. Listen to resource people such as maid, waiter, cook, and bellhop

R. Discuss pros and cons of each job

S. See filmstrips and films and discuss important facts learned

T. Make beds, clean room, etc.

V. EVALUATION

A. Teacher observation of role-playing

B. Accuracy of charts and posters and puppets

C. Check worksheets on matching people to their uniforms and equipment needed, matching key to room, and menu reading

D. Oral test on tape recorder of who makes the most money, who has the easiest job, which job they are qualified to do, etc.

CAREER
EDUCATION

CONTRIBUTING
TEACHER:
DONOHO
EMH RESOURCE ROOM

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
THE FARMER

OCCUPATIONS

1. Generalized farming
2. Specialized farming
3. Mechanized farming

CAREER EDUCATION

TITLE: Farmer

I. OBJECTIVES

A. To become aware of different types of farming

B. To learn some of the products we use that come from the farm

II. RESOURCES

A. Flannel board kits

1. Instructo kit No. 87 "The Farm"

2. Milton Bradley kit "The Farm"

B. Farm Lotto Games

C. Farm Teaching Pictures

D. Film Strips

1. "Gathering Eggs"

2. "Milking"

3. "Life on a Farm"

E. Books

1. Johnson, Irma. About Truck Farming.

2. Allee Veva. About the Vegetables on Your Plate.

3. Hastings, Evelyn. Farm Helpers.

4. Green, Carla. I Want to be a Farmer.

5. Hagenr, Nils. Farm for Rent.

6. Graham, Joey. Children on a Farm.

7. Rifkin, Lillian. When I Grow Up, I'll be a Farmer.

III. CONTENT

A. Tell or read a story about the farm using the Flannel Board to illustrate it.

B. Role play the jobs of the farmer. Let the class guess each job.

C. Show filmstrips about life on the farm.

D. Play "Thumbs Down", a true-false game about jobs and foods from the farm.

E. Discuss tools used by the farmer. Collect pictures of the tools from farm magazines and make a chart.

F. Make containers for seeds out of milk cartons and construction paper.

G. Plant seeds and keep a chart on watering and growth.

H. Recognize fruits and vegetables and distinguish between them by "feeding" a cardboard pig.

I. Make design pictures using vegetables and paint.

J. Make butter (Put whipping cream in jar and shake). Discuss how butter used to be made and how it is made today.

K. Make ice cream using math skills and measuring.

L. Match products and the animal they come from using a bulletin board and a game where children wear signs of the animals and products.

M. Field trip to a farm

N. Resource person from the dairy will show a film and bring a coloring book about dairy farming.

O. Write thank you notes to the farmer and dairyman

P. Use worksheets and crosword puzzles about the farmer.

IV. EVALUATION

A. Teacher observation

B. Worksheets

C. Questions where the children use the flannel board to answer.

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

DONOHO
EMH RESOURCE ROOM

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
THE TELEPHONE

OCCUPATIONS

1. Telephone operators
2. Lineman (repair men)
3. Business Manager
4. Telephone installer

CAREER EDUCATION

TITLE: The Telephone

I. OBJECTIVES

A. To become aware of the history of communication and the inventor of the telephone

B. To learn how the telephone plays a role in our life

C. To become aware of the workers in the Telephone Company

II. RESOURCES

A. Books

1. Knight, David. Let's Find Out About Telephones.

2. Childcraft Vol. II, "Inventors and Inventions" 1968 ed.

B. Pictures or models of early telephones

C. Telezonia Kit (available from Telephone Company includes books, filmstrips, and teletrainers)

III. CONTENT

A. Role play and discuss early forms of communication such as dreams, smoke signals

B. Make a time line of early communication

C. Read a story on the Pony Express

D. Bring in models of early phones or pictures if models are not available

E. Have children make reports on Alexander Graham Bell

F. Make a telephone from cardboard, string, and beads.

G. Make a phone book using class members

H. Practice looking up numbers in a real phone book, including yellow pages

I. Construct a phone booth from refrigerator cartons. Practice using a pay phone.

J. Take a trip to the Phone Company

K. Role play different occupations

L. Have a lineman come and climb a pole and demonstrate his job.

M. Experiment with sound waves using tuning fork and tin can telephones

N. Use teletrainer and filmstrips to demonstrate good telephone manners

O. Discuss difference between local and long distance calls.

IV. EVLAUATION

A. Worksheets

B. Teacher observation of use of teletrainer

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

KATHY HUGHES

EMR

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

LEGAL OCCUPATIONS

OCCUPATIONS

1. Judge
2. Attorney
3. Prosecutor
4. Bailiff
5. Court Stenographer
6. Jailer
7. Sheriff
8. Public Defender

CAREER EDUCATION

TITLE: Legal Occupations

I. OBJECTIVES

A. To help students realize the necessity of law enforcement.

B. To acquaint the students with the many duties of the above-mentioned legal occupations

II. RESOURCES

A. Bailiff

B. Jailer

C. Sheriff

D. Public Defender

E. Uniforms

F. Pictures

G. Filmstrips

H. Films - Our City Government, Rules and Laws

I. Newspapers

J. KET-TV - Primary Social Studies, Why We Need Laws

K. Building Kit - Lincoln Logs or bricks

L. Signs involving laws

M. Tape recorder

N. Vocabulary list

III. CONTENT

A. Language Arts

1. Discuss attorneys he knows or sees on television
2. List crimes that he knows can cause people to be put in jail

    3. Describe the interior of the jail and courtroom
    4. Learn names of legal occupations and names of people who hold these occupations in our county
    5. Learn to read the signs which help one to obey the laws
    6. Discuss the difference in who pays the different people in legal occupations such as lawyer and judge

B. Social Studies

    1. See filmstrips and films
    2. See "Why We Need Laws"-KET Program
    3. Roleplay a judge, jailer and an attorney
    4. Go on a field trip to the jail or courthouse
    5. Interview the jailer, sheriff, bailiff, and maybe a person who has been on the jury

C. Math

    1. Count number of crimes which can be committed, number of people on jury, number of cells in jail, number of crimes committed in the city each day, etc.
    2. Compare bail figures of different people who have been arrested and the numbers recorded in the newspaper
    3. Compare numbers of people arrested on weekdays to the numbers arrested on weekends

D. Art

1. Model of jail built from bricks, popsicle sticks, toothpicks, etc.
2. Shadowbox of a courtroom
3. Posters of acts of crime
4. Booklet of important signs to help us keep from breaking the law, such as no parking, no trespassing, speed limits, etc.

IV. PERFORMANCE

A. Roleplay judge, attorney, member of jury, sheriff, etc.

B. Make a model of a jail or a shadowbox of a courtroom and describe

C. Take a field trip to the jail or courthouse

D. Listen to resource people such as jailer, sheriff, and bailiff and discuss what they say

E. Make a list of the legal occupations and of the names of people in this county who perform them

G. Make a poster of some crimes which can be committed and a list of other crimes he knows of

H. Make a booklet of important signs to help us keep from breaking the law, such as no parking, no trespassing, speed limits, etc.

I. On a worksheet, match the job with the correct uniform or equipment used

J. Make a chart of bail figures for different crimes and people.

K. Answer questions given on a tape recorder with yes or no dealing with the unit such as comparing number of crimes committed on weekdays to weekends, number of people on jury, etc.

L. Write experience short stories pertaining to a crime he saw or heard about

M. Play a game to see who can name the most attorneys as seen on T.V. shows, such as Perry Mason, Petrocelli, the family's father, etc.

N. Discuss the difference in who pays the different people in legal professions such as lawyer and judge

O. See filmstrips, films, and the T.V. program and discuss facts discovered from these

P. Make list of new vocabulary words learned-bailiff, cell, jury, etc.

V. EVALUATION

A. Teacher observation of role-playing and discussion

B. Check of answers to taped questions

C. Accuracy of jail house model and posters on crimes

D. Check charts, worksheets, and booklet of signs

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

CAROL ANN

CASHMAN,

WARREN ELEMENTARY

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

OUR COMMUNITY WORKERS

OCCUPATIONS

1. Fireman
2. Policeman
3. Doctor
4. Dentist
5. Nurse
6. Postman
7. Operator
8. Druggist
9. Health Officer

CAREER EDUCATION

TITLE: Public Service, Our Community Workers

I. **OBJECTIVES:**

- A. At the end of the given activity the child will develop an awareness of and appreciation for our neighbors who protect us and keep us healthy.
- B. The child will develop skills in the careful thinking, planning, gathering, organizing and sharing of information.
- C. The child needs to understand that each person in the community is essential and that without them the community could not survive.

II. **RESOURCES:**

- A. Materials
  1. Crayons
  2. Ditto sheets ("To My House")
  3. Poster board
  4. Chart paper
  5. Old magazines
  6. Newspapers
  7. Paint
  8. Various toys and equipment
  9. Construction paper
  10. Various books
  11. Plain paper
  12. Pencils
- B. Visual Aids
  1. Flannel Board Set - Community Helpers

2. Community Helpers at Work - Four helpers explored in depth - over 40 illustrations
3. Bulletin Board on Community Helpers
4. Giant Everyday Pictures - set of 12, 11" x 17" pictures
5. Community Helpers Posters - Photographic charts with their work and benefits described on the back.

C. Films and Filmstrips
   1. Safety at School
   2. Safety at Play
   3. Helpers Who Come to Our House
   4. Helpers in Our Community
   5. Our Community Services

D. Bibliography of Books
   1. Roy, Mary. Spark. Stevensville, Michigan: Educational Service, Inc., 1965 (for teacher)
   2. Swinney, Genie Mae. Your School and Neighborhood. Boston: Ginn, 1966. (for teacher)
   3. Dalton, Alene. My Picture Book of Songs. Chicago: 1947. (for teacher)
   4. Catalogs (for teacher)
      a. Central School Supply
         4100 Eastmoor Drive
         Louisville, Kentucky
      b. Educational Films
         Third District Film Library
         Western Kentucky University
         Bowling Green, Kentucky 42101

5. Beaty, John. Story Pictures of Our Neighbors. Chicago: Beckley - Cardy Co., 1938.
6. Burkhart, Richard. Our Neighborhood. Chicago: Beckley-Cardy Co., 1955.
7. Burkhart, Richard. Our Community. Chicago: Beckley-Cardy Co., 1954.
8. Hanna, Paul. In the Neighborhood. Chicago: Scott, Foresmann and Co., 1958.
9. Huffman, Elaine. Our Friendly Helpers. Los Angeles: Melmont Publishers, Inc., 1954.
10. Rowe, Jeanne A. City Workers. New York: Franklin Watt, Inc., 1968.

III. CONTENT: (TEACHING LEARNING ACTIVITIES)

A. Through group discussion have children suggest ways the neighborhood protects us. Read various books.

B. Plan for, and take a walk around the neighborhood to locate and observe safety signs, signals, and workers. After completing walk discuss the objects and workers observed through listing.

C. Have the child work together on an experience chart of the workers and safety measures. (Used for vocabulary words.)

D. Make a simple wall map of the neighborhood with the safety workers and devises illustrated showing how the neighborhood provides us protection.

E. Have the students collect and display a bulletin board and/or table, pictures, books, or toys of special workers interests.

F. Have the children classify these workers into groups by asking the following questions:

1. Which workers protect our life and property?
2. Which workers keep us healthy?
3. Which workers help us with communications?

G. Paint, draw, or free cut large pictures of workers who protect us. Print the name of each worker. Using these pictures and names make a book for the library company.

H. As an independent activity have the group unscramble the workers names:

1. famnire - fireman
2. pmanolice - policeman
3. dortoc - doctor
4. distent - dentist
5. nseur - nurse
6. mnatops - postman
7. roeptaro - operator
8. ggurdsti - druggist
9. tahelh ffoirec - health officer

I. Have a child dramatize the activities of one of these special workers while the other children guess the worker imitated.

IV. PERFORMANCE

A. Activities (Culminating Activities)

1. Have group suggest ways of keeping the neighborhood safe.
2. Have discussion about the importance and necessity of each persons obeying, co-operating, and showing kindness if the neighborhood is going to be safe.
3. The class will create safety rhymes and jingles to help them remember ways they can help. Can be compiled into a book or display.
4. Show and discuss filmstrips "Safety at School", and

"Safety at Play", Discuss.

5. Teach song, "Taking Care".

6. Work the ditto sheet "To My House" a maze on neighborhood helpers and play the game "Safety Helpers" from the book "Spark".

B. Visibility

1. Charts, flannel board equipment and various equipment

2. Students Work

3. Bulletin Board

C. Evaluation

A continuous evaluation should be made throughout the development of the unit through reports, discussions, matching games, and a series of simple tests either oral or written.

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

CAROL ANN
CASHMAN,
WARREN ELEMENTARY

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
TELEPHONE OPERATOR

OCCUPATIONS

1. Telephone Business Office
2. Telephone Salesperson

CAREER EDUCATION

TITLE: Public Service, Telephone Operator

I. OBJECTIVES

A. At the end of the given activity the child will develop an awareness of and appreciation for the telephone operator.

B. The child will develop skills in the careful thinking, planning, gathering, organizing and sharing of information.

C. The child needs to understand that each person in the community is essential and that without them the community could not survive.

II. RESOURCES

A. Materials

1. Crayons
2. Ditto sheets
3. Poster board
4. Chart paper
5. Toy telephone
6. Construction paper
7. Plain paper
8. Tin cans
9. String
10. Telezonia kit

B. Visual Aids

1. Various pictures obtained from South Central Bell
2. Bulletin Board on the Telephone and its worker

C. Films and Motion Pictures

1. Telezonia kit contains filmstrips and motion pictures
2. Films from South Central Bell (By notifying local office, you can obtain a list of films)

D. Bibliography of Books

1. Schneider, Herman. Your Telephone and How It Works. New York: McGraw Hill, 1952. (for teacher)
2. Branley, Franklyn M. Timmy and the Tin-Can Telephone. New York: Thomas Y. Crowell Co., 1959.
3. Buchheimer, Naomi. Lets Go to the Telephone Company. New York: Putnams Sons, 1958.
4. Feignbaum, Lawrence. I Want to be a Telephone Operator. Chicago: Childrens Press, 1958.
5. Mac Gregor, Ellen. Tommy and the Telephone. Chicago: Albert Whitman and Company, 1947.

III. CONTENT (Teaching Learning Activities)

A. Read books and study illustrations concerning the telephone operator. (books from bibliography)

B. Duscuss and make sure children know the proper way to get an operator help to get in case of fire or accident.

C. Plan a visit to the phone company to see an operator working. Also, plan a discussion about the operator prior to her working demonstration.

D. Show a film on "How to Use the Telephone Using the Operator" obtained from your local Bell Telephone Company. (free of charge)

E. Show any additional films available.

IV. PERFORMANCE

A. Activities (Culminating Activities)

1. Study and discuss using the telephone after reading books concerning the use of the telephone and operator.
2. View motion pictures obtained from the phone company on good usage of the telephone.
3. Bring toy telephones to school and practice making various calls.
4. Learn how sound travels over wires by making telephones out of tin cans and oatmeal boxes.
5. Read various books from the library table on the operator and telephone.
6. Make a poster of your telephone habits.
7. Obtain a "telezonia kit" from the Bell Telephone customer relations office. This kit contains teacher's guide, a motion picture, a filmstrip on how to use the telephone, booklets for the children, and two battery telephone sets.
8. Plan a trip to the central phone station.

B. Visibility

1. Charts and Phone Equipment
2. Students' works
3. Bulletin Board

C. Evaluation

A continuous evaluation should be made throughout the development of the unit through reports, discussions, matching games, and a series of simple tests either oral or written.

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

C. JAMES

INTERMEDIATE EMH

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

FOODS FOR YOU AND ME

OCCUPATIONS

1. Cafeteria work
2. Grocery store personnal

CAREER EDUCATION

TITLE: Foods For You and Me

I. OBJECTIVE

A. To develop of responsible attitude towards selecting foods to maintain a healthy diet.

II. AREAS OF CONCERN

A. Understanding of basic food groups and foods we need each day grow strong and healthy.

III. THE BASIC FOOD GROUPS

A. Meat Group

B. Fruits and Vegetables Group

C. Bread and Cereals Group

D. Milk Group

IV. WHERE WE BUY OUR FOODS

A. Supermarkets

B. Farm markets

C. Growing your own food

V. RESOURCES

A. Pictures

B. Stories

C. Books

D. Films

E. Bulletin Boards

F. Vocabulary lists

G. Foods Books

H. Visitations

I. Ditto sheets

VI. CONTENT

A. Language Arts

1. Discussion of breakfast, lunch and dinner

2. Learn names of food groups

3. Learn what foods are under each group

B. Social Studies

1. Field trip to grocery store

2. Interview cooks at school - how they plan menus

C. Math

1. How much certain foods cost

2. How to compare prices of food

C. Health

1. Why we need certain foods

2. How much food we should eat each day

3. How your diet effects your teeth and general health

VII. PERFORMANCE

A. Displays

1. Bulletin board of the food groups

2. Make menus using food cut-outs

3. Draw pictures of what you had for lunch

B. Written Work

1. Vocabulary lists of foods

2. Story about the meals we eat

3. Letters

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

C. JAMES

INTERMEDIATE EMH

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

SAFETY FOR YOU AND ME

OCCUPATIONS

1. Policeman
2. Crossing Guard
3. Patrol Students

CAREER EDUCATION

TITLE: Safety for You and Me

I. OBJECTIVE

A. To develop attitude of responsibility for rules and trust towards people who enforce these rules.

II. AREAS OF CONCERN

A. To recognize specific rules and people who help to make our lives safe.

III. PEOPLE INVOLVED IN OUR SAFETY

A. Policeman

1. Maintain safety in our community
2. Help us to live together safely
3. Help find lost children
4. Keep traffic safe
5. To stop people from hurting each other
6. Keep people away from danger

B. Traffic Crossing Guard

1. Help students to get to and from school safely
2. Direct traffic away from pedestrians
3. Help when person is injured

C. Patrol Students

1. Responsible boys and girls for the job
2. Help students crossing the street
3. Enforce proper code of street safety

IV. RESOURCES

A. Pictures

B. Stories

C. Books

D. Films

E. Bulletin boards

F. Vocabulary lists.

G. Rules

H. Vistations

I. Ditto sheets

V. CONTENT

A. Language Arts

1. Discussion of safety on way to school
2. Picture discription
3. Learn safety rules
4. Learn safety signs
5. Learn how to get help

B. Social Studies

1. Seeing films
2. Role playing
3. Field trip to Police Station
4. Interview with Corssing Guard
5. Interview with Patrol Student

C. Math

1. Count number of safety rules followed during day by each person
2. Count number of policemen of the force
3. Count number of crossing guards
4. Count number of Patrol Students on the squad

D. Health

   1. Learning warning signs

VI. PERFORMANCE

A. Displays

   1. Bullentin boards of safety people

   2. Color and design safety rules book

B. Written Work

   1. Vocabulary list of safety rules

   2. Booklet of safety rules and story about people

   3. Letters

CAREER
EDUCATION

CONTRIBUTING
TEACHER:
ROZ SPILLMAN

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
THE POST OFFICE

OCCUPATIONS

1. Postmaster
2. Mailman
3. Truck driver
4. Inspector
5. Clerk

CAREER EDUCATION

TITLE: The Post Office

I. OBJECTIVES

- A. To identify and develop an awareness and appreciation of the responsibilities of the different workers of the post office
- B. To understand the operation of the post office
- C. To discriminate the types of mail which are processed through the post office
- D. To know the ways that mail travels
- E. To become familiar with vocabulary related to the postman
- F. To learn importance of the use of zip code
- G. To become aware of the prices of stamps and mailing packages
- H. To learn to write letters and address envelopes
- I. To help parents become familiar with Career Education activities
- J. To provide experiences with real-work situations within the classroom

II. RESOURCES

- A. Postman
- B. Postmaster
- C. Clerk
- D. Truck driver
- E. Postal inspector
- F. Books
- G. Filmstrips
- H. Field trips
- I. Post office

J. Stamps

K. Mail bag

L. Mail truck

M. Mail boxes

N. Postal station (self-service)

O. Zip code book

P. Ditto sheets

Q. Illustrations of the history of mail services

R. Packages, newspapers, letters, advertisements, books, cards

S. Bulletin boards

T. Open-window postal stations

U. Postal scales

III. CONTENT

A. Language Arts

1. Vocabulary study

a. postman

b. mailman

c. uniform

d. stamp

e. clerk

f. packages

g. letter

h. envelope

i. zip code

j. mail box

k. mail bag

l. delivery

        m. post office
        n. holiday
        o. air mail
        p. routes
        q. money orders
        r. C. O. D.
    2. Experience stories and charts
    3. Thank-you letters
    4. Interview
    5. Stories and books about post office helpers
    6. Writing letters and addressing envelopes

B. Math

1. Prices of stamps
2. Prices of mailing packages
3. First, second, and third class mail
4. Zip code: 42101
5. Route numbers
6. House numbers
7. Paying for stamps and making change
8. Study of shapes of packages
9. Weight of packages

C. Health

1. Health examiniations required for all postal workers
2. Health needed to work in all types of weather

D. Art

1. Postal stations of cardboard boxes
2. Bulletin board
3. Mr. Zip Code

IV. PERFORMANCE

A. Field trip to post office and self-service postal station

B. Write experience story about field trip

C. Interview postman in classroom

D. Write a thank-you letter

E. Collect and display different kinds of mail

F. Make stamp collection poster

G. Find and display pictures of how mail travels

H. Make and address envelopes

I. Read stories on how mail service began

J. Make individual mail boxes

K. Make a mail bag

L. Make an open-window postal station in the room

M. Role-play selling stamps

N. Bring cancelled stamps to school

O. View filmstrips about post office and mailmen

P. Write experience story about interview with postman

Q. Write different sizes of packages

R. Draw pictures of Bowling Green postoffice

S. Make and illustrate booklets of ditto sheets about the postman

T. Weigh packages

U. Role play the postman

V. Write letters to parents telling about the post office unit; address envelopes

W. Listen to and read library books about the postman

X. Discussion of types of weather and uniforms postman; make charts to illustrate

Y. Draw and paint different types of mailboxes and mail

Z. Construct large mailboxes to be used in the room for role playing (may also be used for Valentine boxes)

AA. Make booklets on various methods of transportation used to deliver mail all over the world

BB. Discussion of different ways mailmen deliver mail directly to your home; draw pictures to illustrate

CC. Mail letters at post office

V. EVLAUATION

A. Draw the ways mail travel across the country

B. Address the following letter to yourself

C. Draw a stamp on the envelope in the correct place

D. Draw 3 ways the postman might bring a letter to your house

E. Put your return address in the right place on the envelope

F. A stamp costs: a) 13¢ b) 6¢ c) 8¢ d) 4¢

G. The person who brings your mail is:

a) postmaster b) delivery boy c) postman d) assistant postmaster

H. The zip code for Bowling Green is ________________________.

I. If you want to mail a letter to someone who lives in Bowling Green, which slot will you put your letter in at the post office? (Circle the correct slot)

J. Circle the slot you would put a letter to Louisville in.

K. The postman must wear a special uniform.

L. The postman never brings your mail if the weather is bad.

M. People work in the post office all night to get your mail ready for delivery.

N. An air mail stamp costs more than a regular stamp.

O. You enjoyed the trip to the post office.

P. You can buy stamps at the post office on holidays, such as Washington's birthday.

Q. Only right-handed people can work in the post office.

R. A postman came to school to talk to our class about his job.

S. It is all right to open some else's mail.

T. A postman likes letters with neatly written addresses.

U. A postman must get to work on time each morning.

V. A stamp can be used more than once.

W. All mailmen drive trucks to deliver mail.

X. The only place you can mail letters is at the post office.

Y. The post office we visited is a small building.

Z. Draw pictures of different types of mailboxes.

AA. Most post office workers jobs are related because 2 or more workers need to know how to do similar things even though their jobs are different.

BB. Underline 2 important skills a mailman must acquire. (read names, read numbers, read letters)

CC. A mailman must buy his own uniform.

DD. One of the first mail routes was by a) airplane b) train c) pony express

EE. Different jobs call for different skills.

FF. Name the 5 parts of a letter.

GG. There are more city routes than rural routes.

HH. The rent boxes at the post office are rented each year for (circle 2) a) $5 b) $40 c) $70

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

ROZ SPILLMAN

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
RESTAURANT

OCCUPATIONS

1. Manager
2. Waitress
3. Cook
4. Dishwasher
5. Bus boy

CAREER EDUCATION

TITLE: Restaurant

I. OBJECTIVES

A. To provide vocational awareness and skills for future economic efficiency

B. To teach the four basic food groups

C. To instill the necessary health practices related to handling and serving food into daily practices in the home and at school

D. To develop a desirable attitude and awareness toward the workers in a restaurant

E. To describe various jobs performed by the restaurant workers

F. To recognize the need of working together

G. To learn the various types of machines and equipment used in a restaurant

H. To become aware of proper manners

II. RESOURCES

A. Restaurant

B. Waitress

C. Dishwasher

D. Cashier

E. Cook

F. Bus Boy

G. Manager

H. Cafeteria

I. Dishes; utensils

J. Menus

K. Home economist

L. Magazines

M. Checks

N. Filmstrips and books from library

O. Health Dept. Nurse to explain health card

III. CONTENT

A. Language Arts

1. Experience chart

2. Vocabulary development

3. Reading

4. Writing

B. Math

1. Measurement

2. Money

C. Health

1. Clothing

2. Body

3. Teeth

4. Hair

D. Art

1. Place mats

2. Table centerpeice

3. Model restaurant

IV. PERFORMANCE

A. Field trip to restaurant

B. Interview employees at restaurant

C. Prepare basic four food charts and from this prepare a menu including basic four in each meal

D. Prepare posters for meat dishes, salads, vegetables, and desserts

E. "Tasting party" using various fruits

F. Role playing of waitress serving food, taking orders, figuring the bill, and making change

G. Learn new vocabulary terms related to restuarant

H. Make place mats

I. Cut pictures of foods to make meals and paste on paper plates

J. Role play how to set the table properly (utensils, napkins, etc.)

K. Make individual booklets for each food group using pictures from magazines and ditto sheets

L. Make a model restaurant

M. Make "fruit plagues" for decorations

N. Use Peabody Language Development Kit "tool" picture cards and actual kitchen utensils in learning what each is used for

O. Bake a cake--use receipe for measurement and following directions

P. Listen to records of basic sounds of machines and equipment used in a kitchen daily

Q. Write experience stories about field trip

R. Make a receipe book; children cut out of magazines or bring receipes from home

S. Write letters for permission to visit restaurant; write thank-you notes to places visited

T. Practice using good table manners during lunch at school

U. Make and practice using a punch clock

V. EVALUATION

A. The waitress should wear a clean, ironed uniform

B. All restaurant workers should have health examinations

C. A cook must be able to read recipes

D. Name the Basic Four food groups

    1. Green beans are a ______________ (fruit or vegetable)
    2. Pears are in the ______________ food group.
    3. Ice Cream is in the ________________ food group.
    4. Chicken is a _____________________ (meat or vegetable)

E. What job or what thing interested you the most about the restaurant?

F. Underline 2 things a waitress should be.

G. Draw a picture of how a plate, glass, fork, spoon, knife, and napkin should be set on a table for a meal.

H. Who is in charge of the restaurant workers?

I. Draw things you would see in the kitchen of the restaurant.

J. Who clears the dirty dishes off the table?

K. What do we use to cut our meat with?

L. Draw a picture of a restaurant worker you might like to be.

M. The cook washes the dishes.

N. Who takes the menu out to the customer?

O. Is it important to be at work on time?

P. Name the 3 meals served in a restaurant.

Q. What do we use to eat these foods with, a fork or a knife?

    1. soup
    2. pancakes
    3. cereal
    4. ice cream
    5. beans
    6. meat

R. What should we eat first in a meal? (Circle the correct answer)

   1. Cherry pie or salad
   2. Hamburger or coke
   3. Cookies or green beans

S. Who sets the table in a restaurant?

T. Who adds the prices of a customer's meal?

U. Customers like a waitress to smile.

V. The cook should always have clean hands.

W. When the waitress takes an order, she says, "May I take your order, please?"

X. Each order a waitress takes has a number.

CAREER EDUCATION

A career education program at the secondary level is a much needed program for all handicapped students. They need orientation to and hands on experiences with various types of work.

The following are career education units stating objectives and activities for classroom use. These include:

Agribusiness

Business Office

Communication

Community Resources & Public Service

Construction

Consumer and Homemaking

Environmental Control

Hospitality & Recreation

Manufacturing

Personal Services

Transportation

Understanding the Paycheck

Filling Out an Application

Comparative Shopping

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

SYD PURWIN

SECONDARY

CLUSTER:

PERSONAL SERVICE

ORGANIZING CENTER:

UNDERSTANDING THE PAYCHECK

CAREER EDUCATION

TITLE: Understanding the Paycheck

I. OBJECTIVES

A. Given hours and wages, the student will compute his gross salary.

B. Given total deductions, the student will compute net salary.

C. Student will list major deductions in his paycheck.

D. Students will demonstrate understanding of deductions by asking appropriate questions of persons in charge of payrolls, social security, etc.

II. PERFORMANCE

A. Students are given jobs in class, e.e. taking attendance, stapling papers, running errands, etc.

1. For lower level student, jobs are given according to abilities.

B. Discuss paycheck--terms, how often received, deductions, etc.

1. For lower level students, additional reinforcement in small groups.

C. Look at different types of paychecks

D. Visit social security office

E. Talk with insurance personnel

F. Interview a payroll clerk

1. Lower level students may not be able to participate in actual questioning, but can practice taping some questions which would be appropriate.

G. Talk with internal revenue person about tax deductions

H. Practice figuring wages, given hours and pay scale

1. Lower level students will need reinforcement in addition and multiplication; use of calculators may be the only way for objective to be reached.

I. Prepare charts on figuring income tax and social security deductions (teacher-made); students will refer to these during work.

    1. Have lower level students work on identifying tax and social security deductions on pay checks, learn abbreviations for these deductions.

J. Do posters on "Where Deductions Go" showing how our money is spent by the government.

    1. Lower level students may work in a group cutting out pictures for a collage or mural on deductions; most will have limited ability in individual art projects.

K. Discuss differences in gross and net income.

L. Role-playing--students act as internal revenue personnel or social security personnel; this will be an activity for the higher level student.

M. Practice writing paychecks for each other's jobs.

    1. Lower level students will need help spelling words and should be given a list of necessary words; may only be able to fill in a paycheck, given the figures.

N. Work puzzles on vocabulary words and meanings.

    1. Puzzles should be make on level appropriate to student.

III. RESOURCES

A. Banking, Budeting and Employment, Frank E. Richards, Co.

B. Getting Ready for Payday, Frank E. Richards, Co.

C. Blank forms for paychecks (teacher-made)

D. Chart paper

E. Poster board

F. Magazines

G. Art Supplies

H. Tape recorder and tapes

I. Income tax and social security information

J. Calculators

IV. EVALUATION

A. Students will be graded on the ability to complete the four objectives accurately. With the exception of Objective 4, the evaluation will be paper and pencil.

B. For lower level students, they will be allowed to use a calculator or other arithmetic aid. For Objective 3, this list will be tested orally or on tape. Objective 4 will not be required for this student.

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

SYD PURWEN
SECONDARY

CLUSTER:

ORGANIZING CENTER:
FILLING OUT AN APPLICATION

CAREER EDUCATION

TITLE: Filling Out an Application

I. OBJECTIVES

A. Given an application, the student will correctly read the words on the form.

B. Given an application, the student will correctly fill in all blanks.

II. PERFORMANCE

A. Introduce new words:

name
address
date of birth
place of birth
hair color
eye color
county
city
state
age
male
female
signature
social security no.
sex
race
references
height
weight
marital status
father's name
mother's name
previous employment
training
education
single
divorced
married
separated
widowed

1. For lower level student, you may want to introduce these words at a slower rate, 5 words at a time.

B. Put these terms on index cards and make a chart of them. Put the definitions or explanation on other index cards for later use.

1. For slower students you may want to use simple words games, such as bingo for recognition. You may also have to proceed more slowly.

C. Introduce these words in groups of 10. Go over pronounciation and meanings. Discuss their place on an application form.

D. Matching worksheets and sight recognition puzzles are used for reinforcement.

    1. For slower students, put the words on cards that can be cut into pieces. Have student put the pieces together to spell the word.

E. Play matching game using the word cards and cards that have examples on them, i.e. 5'10" would be an example of height. Divide class into three teams. Teacher holds up a card with an example on it. Each team has a set of the word cards and must choose the appropriate one. The first team to make a match gets a point.

F. Keep a checklist for each student on words as he learns them.

G. Have students keep notebook on terms and examples of usage.

    1. The slower students may keep a notebook together, using chart paper instead of individual notebooks; add new words as they are learned.

III. ACTIVITIES FOR FILLING OUT THE APPLICATION

A. Using Application Forms workbook follow the step-step approach beginning with name.

    1. For slower student before you get to the actual application, you will need to practice each piece of information separately, i.e. writing name several times, writing address, etc.

B. Practice printing neatly and stress that applications should always be printed.

C. Keep checklist on each area covered in back of student's workbook, or on a chart so each student can see his progress

    1. Careful practice of printing letters clearly will be necessary

D. After completing 5 areas, i.e. name, address, sex, weight and height, review carefully and fill in just those blanks on an application before going on.

E. Role-playing--set up interview situation in which students are asked questions on information necessary for applications; this is good check for basic knowledge of personal information before trying to write it all down. Ask the questions as they would appear on an application.

   1. Work in a group, allowing students to take turns answering questions, helping each other; i.e. How old are you? When were you born?

F. Using several different applications from businesses practice working in groups.

G. Individual practice

H. Competition between groups on speed, accuracy, and neatness

   1. Instead of giving out a full page application form, cut it into small pieces containing only 4 or 5 blanks to be filled in, and let them work in small segments first. This will help avoid confusion by looking at all the blanks at the same time.

I. Have personnel manager from local factory come and talk about importance of accuracy and neatness on an application form.

J. Have students act as judges on neatness of each other's papers, recognizing common mistakes.

   1. It may be necessary to make out applications with the words in large print.

IV. RESOURCES

A. I Want A Job, Rights and Duties of Citizens, Applications Forms
Frank E. Richards, Co.

B. Teacher-made application forms

C. Printed alphabet

D. Narrow-ruled paper

E. Chart paper

F. Index cards

G. Teacher-made game boards

H. Tape recorder

V. EVLAUATION

A. The student's competency in this skill will be measured by his ability to accurately and neatly fill in all blanks appropriate to him on an application form. This form will contain all words or terms he has studied. The application will be an actual form, not teacher made.

B. For the slower student the evaluation will test his competency in word recognition and knowing what information to place in the blank. His progress in this skill will go slowly and the first evaluation must be over his association of the terms and what information goes with them. Examples of questions:

Fill in the blanks.

Name ______________________

Address ___________________

Date of Birth _____________

Female _______ Male ______

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

PAT JOHNSON
SECONDARY

CLUSTER:
PERSONAL SERVICE

ORGANIZING CENTER:
CONSTRUCTION

TITLE: Construction

AREA OF CONCERN: The student will have an understanding of the various jobs involved in construction, and the requirements and training needed for getting such jobs.

I. OBJECTIVES:

A. The student will be able to orally name four types of construction jobs.

B. The student will be able to describe what is involved in two types of construction jobs.

C. The student will be able to state the requirements needed for a chosen type of construction job when asked.

II. PERFORMANCE

A. Discuss with class the types of construction jobs. List these on poster board. In small groups students will choose 4 jobs they are interested in.

B. Take a field trip to a construction company. Write a language experience on the types of jobs seen there. Have students role play the various construction jobs.

C. If any opportunity arises for the class to observe first-hand the performing of any construction jobs in the area, take a field trip to the site of that job.

D. Show films or filmstrips about various construction jobs.

E. Visit a lumber yard. Group students by ability levels and have groups either build a small, simple bookcase, a small hand loom, or practice nailing two boards together. Obtain scrap wood from lumber yard.

F. Describe the various types of paint and brushes. Discuss what each type would best be used for. Have students paint various things in the room, using a brush and a roller.

G. Have the janitor of the school talk to the class about the type of heating in the school, and show the students the various parts of the heating system. Have a plumber speak to the class about the various jobs involved in putting in heating systems.

H. Discuss the importance of roofing, how to repair blown off shingles, what shingles are made of, etc. Have students practice the proper way to shingle a roof, using scrap wood and shingles donated from a roofing company.

I. Visit a glass company. Write a language experience chart about it.

J. Have a group of students demonstrate for the class how concrete (or cement) is made. Students then use the concrete made to fill small containers. They may set trinkets and other small objects into the concrete, allow to set, and take home to use as paperweight, decorative piece, etc.

K. Whenever a resource person speaks to the class, or the class visits any type of construction company, have the students inquire into requirements for the jobs that they are interested in. Keep this information on index cards to be filed.

L. Visit the local vocational training school to determine which construction jobs they could propare a student for, and studies are required.

M. At the completion of the unit, compile a card file listing as much information as possible about the various construction jobs.

III. RESOURCES

- A. Films and filmstrips
- B. Resource personnel
- C. Field trips
- D. Career education books
- E. Scrap construction materials
- F. Charts--poster boards
- G. Library resources
- H. Paint
- I. Cement materials
- J. Small containers
- K. Card file

IV. EVALUATION

- A. Discussions and oral answers
- B. Charts
- C. Card file information

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

PAT JOHNSON

SECONDARY

CLUSTER:

PERSONAL SERVICE

ORGANIZING CENTER:

ENVIRONMENTAL CONTROL

CAREER EDUCATION

TITLE: Environmental Control

AREA OF CONCERN: The students will have an understanding of basic vocabulary, jobs, functions, and skills related to the environmental control field.

I. OBJECTIVES

A. The students will list the various jobs concerned with the land.

B. The students will make a language experience chart of a trip to a water purification plant.

C. The student will discuss the requirements and other aspects involved in jobs in the disposal family.

II. PERFORMANCE

A. Discuss with the class information received from a career education book concerning jobs in the land family. Make a chart of these jobs.

B. Discuss which of these jobs, if any, would possibly to performed within Bowling Green.

C. Compile a list of vocabulary words common to land jobs, such as erosion, sediment, etc., and definitions in a card file. Take a field trip to various sites in and around town that might graphically depict these terms.

D. Visit the local conservation office to learn about the various jobs there.

E. Have a game warden come and speak to the class.

F. Discuss with the class the importance and uses of water.

G. Make a chart of and discuss the water cycle.

H. Give worksheets of the cycle and have students fill in each stage of the cycle.

I. Visit a water purification plant, noting, the various jobs. Write a language experience chart about the jobs and activities seen there.

J. Have someone from the city sewer and sanitation department come and talk to the class about the various jobs involved with sanitation and the requirements for each. Discuss afterwards.

K. Make a card file of all the jobs discussed in environmental control and information about each.

III. RESOURCES

A. Career education books

B. Resource persons

C. Charts

D. Field trips

IV. EVALUATION

A. Class discussions

B. Card file box

C. Charts

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

TAMARA BRANSTETTER
SECONDARY

CLUSTER:

ORGANIZING CENTER:
COMMUNICATION

CAREER EDUCATION

TITLE: Communication

AREA OF CONCERN: This unit was designed to create an awareness of the various types of communication and to show its importance in the world of work.

I. OBJECTIVES

The student will be able to:

A. List and give a brief description of several modes of transportation.

B. Take the local newspaper and locate the different types of information and departments.

C. Find coupons and ads which might enable a family to save money.

D. Look up the "help wanted" section and make a list of the various jobs available.

E. Show an understanding of the many people and jobs needed in running a newspaper.

F. Explain the ways in which television and radio facilitate communication.

G. List some of the jobs invalued with TV and radio.

H. Use the telephone properly and know who to call in case of an emergency.

II. PERFORMANCE

A. Allow the students to go to the library and look up the different areas of communication with the intent to report their findings back to class.

B. Hold a class meeting or discussion concerning communication trying to get everyone involved.

C. Present the students with the local newspaper and work with the class on all the various sections and their purposes.

D. Present each student with the "classified ads" section and instruct them to locate job listings and to compile a list of the various jobs available. Also, present a worksheet, along with the paper in which the student must list the kind of job, and the place to contact for the job.

E. Plan a field trip to the local newspaper office in order that students see the many jobs and careers available.

F. Plan a field trip to the local TV and radio stations, allowing the students to talk with the workers about their jobs.

G. Watch a TV program in the classroom and discuss the types of jobs which are involved in the making of the program.

H. The students will play and work with the phone kit borrowed from the Telephone Company. The kit has everything from filmstrips to a real operator-type situation.

I. The students will role play a worker in the field of communication. (ex. telephone operator, TV director, radio disk jockey, dispatcher, newspaper reporter.)

III. RESOURCES

A. Filmstrips

B. Newspaper

C. Television

D. Radio

E. Telephone kit

F. Field trips

G. Resource people

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

TAMARA BRANSTETTER
SECONDARY

CLUSTER:

ORGANIZING CENTER:
TRANSPORTATION

CAREER EDUCATION

TITLE: Transportation

AREA OF CONCERN: This unit is designed to make students aware of the methods of transportation and related careers.

I. OBJECTIVES

The students will be able to:

A. List various methods of transportation.

B. Show a clear knowledge of land, air, and water transportation methods.

C. Explain advantages of certain types of transportation such as airplanes, trains, buses, cars, etc.

D. Identify the costs and maintenance of various modes of transportation. (EX.--dosts of gas, tune-ups, bus fare, etc.)

E. List the names or titles of the people who drive or engineer the various types of transportation.

F. Fill out work sheets which show pictures of the workers involved in the transportation world.

G. Identify the duties and responsibilities involved for the transportation workers.

H. Answer questions concerning transportation, the workers involved, their duties and responsibilities, education requirements and salary.

II. PERFORMANCE

A. Hold class discussion and have students name all the types of transportation they can. Show pictures and filmstrips to introduce unit as a whole.

B. After being presented with a worksheet featuring various travel pictures--the student can identify or classify the types of travel (ex. air, land, water)

C. Students are instructed to ask people outside the class what the advantages of certain types of travel would be. They may ask other teachers, parents, friends, etc.

D. Present students with the varying costs of gas, services for cars, tires, etc. Field trips to a bus station, and train station should be scheduled so to allow students to find out the various costs of tickets and fares.

E. Show filmstrips on careers in the field of transportation and then have a discussion about jobs, salary, and responsibilities.

F. Worksheets are used and the student will identify the picture as to the title of the worker and his job.

G. Students are assigned a certain transportation worker to find information about. (ex. gus driver, cab driver, airplane pilot, train engineer, truck driver, mechanic, gas station attendant, etc.) Students report back to class their findings and then engage in a role playing experience.

H. Student will be able to answer questions concerning this unit through teacher explanation, group discussion, interviews, filmstrips, and encyclopedia.

III. RESOURCES

A. Field trip

B. Filmstrips

C. Resource people

D. Occupational Handbook

E. Film on automative trade

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

SONDRA HUNT

SECONDARY

CLUSTER:

PERSONAL SERVICE

ORGANIZING CENTER:

HOSPITALITY AND RECREATION OCCUPATIONS

CAREER EDUCATION

TITLE: Hospitality and Recreation Occupations

AREA OF CONCERN: Since students leave the school environment and soon become adults, they must take on adult's responsibilities such as jobs to survive. Some students are limited in education for one reason or another that is required on being qualified for jobs. This Unit will provide an awareness to Special Education students of the occupations that are available without the need for inquiring a great deal of education.

SUB-UNITS: Waiter
Waitress
Doorman
Laundry Worker
Dishwasher
Rest room attendant

I. OBJECTIVES

A. To become aware of the hospitality and recreation occupations

B. To become aware and develop the manners to use when in the public eye. Example: Eating in a restaurant. Being respectful and polite.

C. To become aware of the chores involved in the occupations

LESSON 1

AREA OF CONCERN: To become aware of the different jobs a waiter has

I. OBJECTIVES

A. To be able to demonstrate the various chores of a waitress and waiter

B. To be able to use a menu properly

II. PERFORMANCE

A. Present a tape discussion about waitress, and waiters. Afterward worksheets will be provided for students to complete.

Present a role play situation where students will act out the role of a waitress and waiter.

B. Students will prepare decorative menus to use in role playing.

LESSON 2

AREA OF CONCERN: To become aware of the various chores of a Doorman

I. OBJECTIVES

A. To be able to list on paper the various jobs of a doorman

B. To be able to write and talk about the manners necessary for a doorman

II. PERFORMANCE

A. Present a tape discussion about doorman. Provide worksheets asking questions about the important facts students should know about doorman.

B. Provide worksheets with descriptions of manners a doorman must have. Start a class discussion with this same worksheet. To demonstrate their knowledge of manners, should act out the role of a doorman.

LESSON 3

AREA OF CONCERN: To be able to list and describe all the jobs that is required of a laundry worker with 90% accuracy

I. OBJECTIVES

A. Present a topic discussion about important facts concerning laundry workers. Afterward, provide teacher made worksheets to be completed by students.

B. To demonstrate knowledge of giving change to customer

II. PERFORMANCE

A. Various activities will be presented in class helping students learn about money, and be able to give change correctly. Play money will be used at first where students will practice giving change.

B. Various worksheets will also be provided.

LESSON 4

AREA OF CONCERN: To become aware of the responsibilities of a dishwasher

I. OBJECTIVES

A. To be able to list the various chores of a dishwasher with 80% accuracy. Student will also list the qualifications of a dishwasher.

II. PERFORMANCE

A. Present a tape discussion about important facts of a dishwasher duties, salaries, etc. Afterward, present a worksheet to be completed by the students.

B. Guide a discussion in class about some of the other chores a dishwasher must do and list them on the board.

LESSON 5

AREA OF CONCERN: To demonstrate their knowledge of the different chores of rest room attendant

I. PERFORMANCE

A. Present a tape discussion about important facts of a rest room attendant. List the important facts on the board for students to copy down and study.

B. Have students to keep restrooms in school clean for one week.

II. RESOURCES

A. Bullentin Board

B. Chalkboard

C. Rulers, Scissors, Paste, tape

D. Art and Writing Paper

E. Worksheets assorted

F. Tape player and ear phones

G. Filmstrips

H. Films

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

SONDRA HUNT

SECONDARY

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

COMMUNITY RESOURCES AND PUBLIC SERVICES

TITLE: Community Resources and Public Services

AREA OF CONCERN: Generally speaking some individuals are less mobile and not exposed to all the facilities that are available to them in their community. This unit will present information concerning the community of Bowling Green, informing the students what resources are at hand, and what occupations they can perform well in once out of school.

SUB-UNITS: Community Workers
Local Community Facilities
Emergencies
Careers in Public Service
Transportation

I. OBJECTIVES

A. To discover and utilize the recreational and leisure time possibilities in the community.

B. To become familiar with possible emergency situations and what to do under such condition.

C. To learn the skills needed to use a phone and directory.

D. Compare different modes of transportation.

E. To become aware of the careers in the public service occupations.

II. CONTENT

A. Math

1. Locate and label streets on a map.

B. Social Competency

1. Find seasonal pictures and relating them to recreational possibilities.

2. List appropriate behavior for a field trip.

3. Have resource people visit the room.

4. Write letters, address, and stamp envelopes.

C. Communication Skills

1. Demonstrate proper use of telephone and telephone directory.

2. Write thank you letters to all resource people who visit the class.

D. Vocational Skills

1. Make list of personal qualities needed for successful work.

2. Look in classified ads for getting jobs from the newspaper.

3. Practice job interviews

4. Filling out applications

5. Listening to career tapes concerning public service occupations, and worksheets that correspond to the tapes.

LESSON 1

AREA OF CONCERN: To develop the awareness of community workers in the community

I. OBJECTIVES

A. To list the community workers in Bowling Green

B. To physically see the community workers in their different settings

II. PERFORMANCE

A. Students will be given various worksheets dealing with community workers such as doctors, nurses, etc., and what they do. Tape will be provided where students will listen. Following the tape, worksheet will be provided.

B. Field trip to telephone company, police department

LESSON 2

AREA OF CONCERN: To develop an awareness of the different types of facilities available in the community.

I. OBJECTIVES

A. To be able to list the places of enjoyment in Bowling Green and other places

B. Students should write and tell about local water supply.

C. To list the number of schools and their names in the community and tell how they function

D. Write and tell what should be done in case that a firetruck is coming

E. List business centers in the community

F. To be able to list the different items that are grown on a farm to feed people in the community

G. To be able to list the various health clinics available in the community

II. PERFORMANCE

A. Worksheets concerning questions about places such as Beach Bend in Bowling Green

B. Worksheets will be provided concerning water in the local community.

C. Story will be read from Textbook. Worksheets for students to fill out will be provided concerning school and taxes.

D. Story will be read from Textbook. Worksheets will be provided concerning a fire emergency with fire trucks.

E. Questions will be wrote on chalkboard concerning business in Bowling Green. Students will then answer questions on their own paper.

F. Discussions on farms--How they provide food for the community

G. Discussion about various community health facilities followed by worksheets. Students will be required to name three doctors by looking up addresses and phone numbers in telephone book.

LESSON 3

AREA OF CONCERN: To develop an awareness of the types of communication available in Bowling Green.

I. OBJECTIVES

A. To list all methods of our community

B. To practice proper phone courtesy

C. To name the correct person to notify in an emergency

II. PERFORMANCE

A. Students list all means of communication on board and each place a checkmark by the ones they have used lately.

B. Students look up numbers of police, fire department, doctor in directories. Write on worksheets beside the proper emergency.

C. Using phone model, practice phone courtesy.

D. Show film if available on emergency phone calls.

LESSON 4

AREA OF CONCERN: To present the various occupations in the town, and an awareness of the jobs in the public service area and their qualifications.

I. OBJECTIVES

A. To list the jobs in the area

B. To be able to list the jobs that are a must in any community as well as Bowling Green

C. To identify the qualifications needed for these public service jobs

D. To fill out job applications and W-2 forms

II. PERFORMANCE

A. Class discussion on the kinds of jobs in our community. List on the board. Have the students tell what their parents do for a living.

B. Present to the class jobs in the public service area, and list on the board.

C. Short class discussion followed by recorded tape of the qualifications of each job. Example: Fireman, Policeman, etc. Afterward, worksheets will be given to class to fill out with the aide of the tape concerning the different jobs. Filmstrips and tapes will also be provided when available.

D. Guide students to talk about how to apply for a job. Fill in sample applications and W-2 forms.

III. RESOURCES

A. Bullentin Baord

B. Chalkboard

C. Rulers, Scissors, Paste, tape

D. Art and writing paper

E. Maps

F. Worksheets, assorted

G. Book-In City, In Town, and Country

H. Tape player and earphones

I. Newspapers

J. Applications

K. W-2 Forms

L. Worksheets

M. Filmstrips

N. Construction paper

O. Telephone directories

P. Telephone unit from South Central Bell

Q. Filmstrip projects

R. Films

S. Tapes

T. Camera

U. Resource individuals

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

NANCY HOUCHENS

SECONDARY

CLUSTER:

PERSONAL SERVICES

ORGANIZING CENTER:

MARKETING AND DISTRIBUTION

CAREER EDUCATION

TITLE: Marketing and Distribution

AREA OF CONCERN: To understand the importance of advertisement and marketing in the sale of any product produced for consumption by the general public.

I. OBJECTIVES

A. To be able to see gimicks and know good from bad marketing practices

B. To understand how much that marketing is used to influence our everyday existence

C. To use skills acquired to sell yourself like an advertising company sells their client's product

II. PERFORMANCE

A. Looking at newspapers-looking at lay-out of advertisement to different types of products

B. Do a mock layout campaign of your own

C. Take on activities similar to junior achievement (make an item and sell it to the general public with your own acquired marketing experience and advertisement)

D. Observe salesmen especially in hard sale areas such as used cars, insurance, and real estate noticing the gimicks they use to sell their product

E. Volunteer to work for experience as a salesperson where commissions are the only salary

F. Have in managers or assistant managers of stores where competition is hot to tell what they do to get crowds into their stores

G. Observe speciality shops where they deal in only select areas of marketing examples might be bridal shops, jewerly stores, baby shops, furniture stores, appliance stores, cut rate or discount stores and grocery stores

H. Have people to speak to class that are in hard sell positions

I. Explore the possible jobs open to people interested in product promotion

J. Real estate dealer or broker showing the keen competition with multi-listings

III. RESOURCES

A. Field trips

B. Films when field trips aren't possible

C. Textbooks

D. Newspapers

E. Magazines

F. Television

G. Radio

H. Speakers in different fields of selling

I. People who have had good and bad experiences with advertisement of products

J. Resouce people from the Better Business Bureau

K. Politicians

IV. EVLAUATION

A. Teacher's opinion

B. Informal testing

C. Class opinion

D. Self-evaluation

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

NANCY HOUCHENS
SECONDARY

CLUSTER:
PERSONAL SERVICES

ORGANIZING CENTER:
BUSINESS AND OFFICE

CAREER EDUCATION

TITLE: Business and Office

I. OBJECTIVES

   A. To be able to meet

   B. To have a pleasant conversation voice

   C. To have general idea of office setup

II. PERFORMANCE

   A. Look at clothes suit

   B. Makeup

   C. Hair styles and cleaniness

   D. Simulated office calls

   E. Simulated interviews

   F. Simulated business office appointments

   G. Observe one-girl office

   H. Observe the workings of a steno pool

   I. Visit a business where secretaries are specialized

III. RESOURCES

   A. Catalogs, fashion magazines, pattern books, people in office building

   B. Merle Norman Avon consultant

   C. Beauticians, magazines, observation of people who work in offices

   D. Telephone office equipment for in-class calls

   E. Interviews with business people

   F. Try to get businessmen to work for an hour or two at no salary for experience

   G. Visitation of one-girl office, have a person come in and discuss duties on one-girl office

H. Visit a large office where there are several girls working in typing pool

I. Visit large plant where girls work for only one boss, find out about specialized training that may be needed advantages of having only one boss

IV. EVALUATION

A. Teacher's opinion

B. Teacher's opinion and self-evaluation

C. Class opinion

CAREER EDUCATION

TITLE: Business and Office

AREA OF CONCERN: To have the needed skills to perform successful in a business office

I. OBJECTIVES

- A. To be able to meet people with a pleasant appearance
- B. To have a pleasant conversation and telephone voice
- C. To have general ideas of office setup
- D. To perform specific skills at an acceptable level of performance
    1. Filing
    2. Office machines
    3. Shorthand
    4. Bookkeeping or recordkeeping
    5. General knowledge of computers
    6. Be a responsible person

II. PERFORMANCE

- A. Visit offices and observe style of dress as well as makeup and hair styles
- B. Stress cleaniness and overall good appearance
- C. Cultivate a pleasant speaking voice by recording your voice and critically evaluate the delivery
- D. Simulated office interviews as well as a mock office suitation
- E. Use telephone equipment available for instruction to evaluate your telephone voice and to get and receive necessary information for employer in the quickest available time
- F. Observation of the different types of offices that a person might come in contact

    1. One-girl office
    2. Stenographer pool
    3. Receptionist
    4. Executive secretary
    5. Medical secretary
    6. Legal secretary
    7. Bookkeeper
    8. Computer operator
    9. Supervisor
    10. File clerk

G. Get as much practical experience working in the school office as possible putting as much responsibility on the student as possible

III. RESOURCES

A. Catalogs

B. Fashion magazines

C. Pattern books

D. People of the office work force

E. Makeup consultants

F. Beauticians

G. Hair styling magazines

H. Observation

I. Field trips

J. Examples of cleaniness of clothes but not of body and reverse

K. Examples of people not dressed in clothes suitable for the office but for play and dressy occasions

L. Stress with the use of overlays that first impressions may mean the difference in getting the job and not

M. Telephone office equipment
N. Typing manuals
O. Shorthand textbooks
P. Bookkeeping or recorder keeping texts
Q. Webster's dictionary
R. Filing cabinets or simulated sets where students work on setting up different types of filing systems
S. Business people to come into classroom to tell what they want from an employee
T. Films if possible

IV. EVALUATION

A. Teacher's opinion
B. Class opinion
C. Self-evaluation
D. Teacher made tests

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

JOANNA G. NEAT
TMH

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
PROBLEM SOLVING-VERBAL COMMUNICATION

OCCUPATIONS

1. Cook's helper
2. Teacher's aide
3. House painter
4. Furniture repairman
5. Garbage collector
6. Paper boy
7. Domestic helper
8. Babysitter
9. Yardman

CAREER EDUCATION

TITLE: Problem Solving-Verbal Communication

Area of Concern: To teach the job skill, problem solving through verbal communication, which will facilitate working in personal service occupations.

I. OBJECTIVES

   A. To be able to answer yes or no questions correctly

   B. To listen

   C. To comprehend directions and verbalize answers when necessary

II. RESOURCES

   A. Tape player and recorder

   B. Record player

   C. Records - Hap Palmer

   D. Toy telephone

   E. Puppets

   F. Goal Kit - Language Development

   G. Picture sets

III. PERFORMANCE

   A. Use Goal Kit Language Development

      1. Lesson 1 - Auditory Association

      2. Answers Yes or No questions based on familiar experiences

      3. "Can you swim in an outside pool in the winter?"

   B. Goal Kit - Language Development

      1. Lesson 2 - Auditory Association

      2. To name at least one function of a specific item

   3. "What can we do with a fork?"

C. Play the game "I Spy"

D. Use toy telephone for conversation development

E. Pretend to go to a restaurant to order

F. Goal Kit - Language Development

   1. Lesson 6 - Verbal Expression

   2. To give simple answers to simple questions

   3. "Why do we eat?"

G. Goal Kit - Language Development

   1. Lesson 7 - Verbal Expression

   2. To correct implausible statements

   3. "I eat my soup with a fork"?

H. Goal Kit - Language Development

   1. Lesson 8 - Verbal Expression

   2. To give reasonable explanations for "why?" of everyday actions

I. Goal Kit - Language Development

   1. Lesson 10 - Verbal Expression

   2. To suggest appropriate solution to everyday problems

   3. "You spilled paint on the floor?"

J. Role playing

K. Puppets

L. Finger play

M. Story telling - fill in the missing parts

N. Discussion of familiar things. My family, my pet, etc.

O. Telling stories from pictures

P. Use Hap Palmer Records

IV. EVALUATION

The student shall be able to answer simple questions or directions with simple answers 75% of the time by observation of the teacher.

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

JOANNA G. NEAT

TMH

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

PROBLEM SOLVING-FUNCTIONAL

OCCUPATIONS

1. Painter
2. Waterproofer
3. Installer helper
4. Roofer
5. Plaster helper
6. Sander
7. Carpenter's helper

CAREER EDUCATION

TITLE: Problem Solving-Functional

Areas of Concern: To teach the job skill, problem solving through functional experiences, which will facilitate working in the construction careers.

I. OBJECTIVES

A. To be able to visually discriminate objects according to size, color, shape, rough, smooth, wet, dry, soft, and hard

B. To be able to classify objects into special criterion such as toys, tools, etc.

II. RESOURCES

A. Objects of different sizes, shape and color, such as blocks, beads, crayons, chips, buttons, and construction paper

B. Touch and Tell Box

C. Objects of different textures

D. Lotto Games

E. Primary Peabody Cards

III. PERFORMANCE

A. To classify objects of at least two different sizes according to size. Use a collection of objects in two different sizes. Blocks, crayons, etc. Make certain each child understands the concepts small (little) and large (big).

B. Do the above but use objects in 3 sizes and 3 ways.

D. To classify objects according to shape. Use 3 shapes. Increase the number of colors up to 6.

E. To classify objects according to size, shape and color. Use an assortment of buttons in varying colors, sizes, and shapes. Colored beads, colored blocks, or colored geometric shapes could also be used.

F. To classify objects in terms of rough and smooth, wet and dry, and soft and hard. Use a variety of objects--silk, sandpaper, damp paper towel, blocks, cotton, etc.

G. Use Touch and Tell Box

H. Make a collage of various objects and textures.

I. To classify according to a specific criterion Toys, tools, food, clothing, cet. Use Primary Peabody Cards

J. Use Lotto Games such as "What's Missing Lotto".

IV. EVALUATION

The student shall be able to sort and classify 20 objects 75% of the time, by observation of the teacher.

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

CECILIA DARDEN

TMH

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

MEASUREMENT--MONEY

OCCUPATIONS

1. Babysitter
2. House Painter
3. Garbage collector
4. Domestic helper
5. Dishwasher
6. Busboy

CAREER EDUCATION

TITLE: Measurement--Money

AREAS OF CONCERN:
A. Complete jobs in the classroom
B. Spend pay in the classroom
C. Prepare for workshop

I. OBJECTIVES

A. Behavioral Objective

1. The child will successfully spend his pay

B. Career Objective

1. To encourage the child to finish each job started

II. PERFORMANCE

A. Each child will "clock in" each morning and "clock out" each afternoon.

B. As each job or task is ocmpleted, it will be checked off in points according to its difficulty on each individual's production chart.

C. At the end of each day, the total number of points will be added.

D. At the end of each week the total number of points will be calculated. This total will be considered the amount of pay.

E. Each child will then "spend" his pay by selecting an object marked the same or less than his pay.

III. CONTENT

A. Suggested manual tasks

    1. Sorting colors, big and small objects, long and short objects
    2. Matching, finding missing parts, group by shapes, finding different object in a set
  - B. Suggested academic tasks
    1. Match number to number
    2. Match number to group of objects
    3. Match number to word
    4. Match small amounts of money to price tags
    5. Math sheet - adding and subtracting
  - C. Suggested social tasks
    1. Ability to get along with fellow workers
    2. Appearance - neat and clean

IV. RESOURCES

  - A. Creative Math Experiences for the Young Child
  - B. Field trips to observe possible jobs

V. EVALUATION

  - A. Teacher observation
  - B. 90% accuracy in spending pay

CAREER

EDUCATION

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

MONEY

CONTRIBUTING

TEACHER:

JAN DEVASIER

TMH

CAREER EDUCATION

TITLE: Money

I. OBJECTIVES

A. Children will recognize different denominations of coins and paper money

B. Children will care for and handle money (lunch and milk money)

II. RESOURCES

A. Filmstrips

B. Workbook Money

C. Book, Me and My Money

D. Kids' Stuff Creative Mathmatics

E. Kids' Stuff Kindergarten Level

III. CONTENT

A. Mix and match games and other teacher-made games

B. Simulations

C. Role playing

D. Small group instruction

E. Cut, color and paste

F. Scrap books

G. Vocabulary

H. Sorting

I. Play store

J. Class discussion

K. Bulletin boards

IV. EVLAUATION

A. Children will discriminate between similar and disimilar coins--75%

B. Children will name coins--75%

C. Children will bring coins

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

BARBARA PERRY
PMH

CLUSTER:
PERSONAL SERVICE

ORGANIZING CENTER:
AWARENESS OF A CAREER SITUATION

OCCUPATIONS

1. Care of room
2. Yard care
3. Serve Food
4. Food preparation
5. Laundering
6. Car washing
7. Office tasks
8. Sheltered workshop activities

CAREER EDUCATION

TITLE: Awareness fo a Career Situation

LEVEL: Severely to Prodoundly Mentally Handicapped

In all probability the prodoundly mentally handicapped will never hold a job outside a sheltered workshop situation but can learn how to perform in a job-oriented situation, small though it may be. Whether he remains at home, lives with relatives or parents, works in someone else's home or in a sheltered workshop, or eventually comes to reside in a private or public institution, he will be accepted far better if he is willing and able to work well. Participating in school jobs will teach the trainable child specific work methods, skills, and good habits and attitudes towards work. These include ability to follow directions, ability to work alone, responsibility for contributing to group activities and habits of promptness, carefulness and neatness.

AREAS OF CONCERN: To teach the profoundly mentally handicapped simple work activities to be use in his future household, sheltered workshop or institutional environment, emphasis should be placed on developing work habits and providing experiences that may be of value in any given work situation. Remember much repetition and praise must be given when teaching these skills.

I. OBJECTIVES

A. The child will learn to care for the room in which he is working in (classroom). Activities:

1. Pick up toys
2. Pick up scraps and put in waste basket
3. Wash off tables
4. Move and put away chairs
5. Use tools and materials as they are meant to be used
6. Stack books and put materials away
7. Wash paint brushes and pans
8. Wipe up floor when something is spilled
9. Wash off chairs, shelves, cabinets
10. Water plants
11. Sweep up large trash
12. Mop floor
13. Dust furniture

B. The child will elarn to do simple yard work in a work-job situation. Activities:

1. Put play equipment away neatly
2. Use play equipment carefully
3. Notify teacher when equipment breaks
4. Sweep trash
5. Rake leaves into a pile; put into a box and carry box to trash can by using wheelbarrow or wagon
6. Rake lawn
7. Shovel snow
8. Dig up garden spot or a place for grass seed. Rake dirt, plant seeds, pull weeds with supervision.

9. Water lawn, taking care of the hose
10. Sweep sidewalks
11. Pick up litter, put in trash can
12. With supervision, use a hand lawn mower (push not motor)

C. The child will learn how to serve food in a work-job situation. Activities:

1. Pass plates of food consecutively to children around the table without touching the food
2. Sort the silver into spoons, forks, knives
3. Sort dishes
4. Get out plates, cups and napkins after washing hands
5. Fold napkins
6. Carry things to and from kitchen, using a tray
7. Pour from a pitcher
8. Pass cups containing beverage (cold)
9. Place napkins, glasses or paper cups, and spoons where they belong
10. Count number of people to be served
11. Arrange table mats and chairs for correct number of people.
12. Open containers and pour liquids into pitchers
13. In waiting on people serve to left side, remove from left, except cups (right)
14. Watch for necessary refill cups
15. Clean-up lunch room after use

D. The child will learn food preparation and cleanup in a work-job situation. Activities:

1. Play with and be encouraged to examine food that can be handled, smelled, and tasted (fruits, canned cocoa, etc.)
2. Sort foods (all apples together, cet.)
3. Watch as foods are cut and served
4. Stack, wash and wipe doll dishes in orderly process
5. Polish silver
6. Play grocery store, sorting and stacking groceries. (consumer education)
7. Boil eggs
8. Cut apples, bananas, slice or canned pineapples into chucks)
9. Cook from prepared mixes
10. Clean vegetables
11. Make sandwiches
12. Shop for foods to be prepared at school, learning not to touch items displayed
13. Prepare simple foods following rules of safety and hygiene
14. Make toast
15. Make beverages, soup, hot dogs, simple salads
16. Prepare box lunches or picnic lunches
17. Learn names of kitchen utensils and location of them (measuring cups, can opener, egg beater, etc.

E. The child will learn the work-job situation of laundering.

Activities:

1. Wash doll clothes and hang-up

2. Wash sponges and rags used in cleaning
3. Take care of bathing suit after water play
4. Take a trip to a laundry-mat or other cleaning establishments.
5. Do laundry by hand. Rinse, wring-out, hang-up, fold and put away
6. Do laundry in wash machine and dryer, learn to sort colors
7. Launder dish towels, pillow cases, curtains, using washing machine, clothesline (advanced older PMH)
8. Iron flat simple items with warm iron with supervision (older child)

F. The child will learn to wash a car for future career opportunities. Activities:

1. Wash off children's vehicles with wet cloth, wipe
2. Wash bicycles, wagons, etc. (wash, rinse, dry, wax)
3. Take trip to car wash
4. Do whole process of washing a car (inside and outside)

G. The child will learn to do simple office tasks in a career education situation. Activities:

1. Fold paper in making greeting cards
2. Use large hold paper punch and stapler in craft activities
3. Sharpen pencils in pencil sharpener
4. Prepare materials for mailing
5. Get edges of paper even, staple and put in an envelope

6. Fold circulars and business letters
7. Seal envelopes
8. Affix postage stamp
9. Bundle and tie-up circulars for mailing
10. Wrap and tie packages
11. Sort clips, tacks, etc.
12. Take messages, run errands

II. The child will be prepared through career education activities for a sheltered workshop situation. Activities:

1. Examine materials and sort them according to various specifications (use matching, sorting and stacking activities)
2. Assemble parts of objects into whole (take things apart and put them back together, start with simple puzzles)
3. Measure and cut
4. Lace or string (Fine Motor Skills)
5. Pack according to patterns
6. Glue
7. Polish and clean
8. Sand
9. Use tools
10. Manipulate simple machines
11. Run errands

II. RESOURCE

Perry Matalie, Teaching the Mentally Retarded Child; New York, Columbia University Press, 1960.

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

BARBARA PERRY

PMH

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

SCHOOL PERSONNEL--SCHOOL ENVIRONMENT

OCCUPATIONS

1. Teacher
2. Principal
3. Secretary
4. Librarian
5. Music Teacher
6. Cook
7. Janitor
8. Bus Driver
9. School Nurse

CAREER EDUCATION

TITLE: School Personnel--School Environment

LEVEL: Severely to Profoundly Mentally Handicapped

Home and school are the two main environments in a severely mentally handicapped child's life. In all probability the PMH child will never hold a job outside a sheltered workshop. He is often unaware as to what a job or career is. It is important that this child becomes aware of the people holding a certain job as a career, especially the people in his everyday environment.

AREAS OF CONCERN: This unit will introduce the school personnel to the child, as jobs held by certain people that he sees everyday, and who make up his school environment.

I. OBJECTIVE

A. To understand the concept of teacher as a career. Activities:

1. Routine schedule (visual and auditory discrimination)
2. Have children role play "teacher"
3. Draw picture of teacher
4. Pick a picture of their teacher among other pictures (snapshots)
5. Visit other classrooms and teachers emphasing "teacher". For example, "This is Mrs. Jones the 4th grade 'teacher'."
6. Color sheets

B. To become familiar with the job of a principal. Activities:

1. Visit the Principal's office

2. Have the Principal visit their room

3. Group discussion with principal and what he does

4. Let the child see that the Principal is there everyday as part of the school environment

5. Pick out the picture of the Principal

6. Role play

7. Have the Principal eat lunch with them one day

8. Group activities involving the Principal

C. To become familiar with the job of the school's Secretary. Activities:

1. Visit her office, watch her type, answer phones, take notes, count lunch money, etc.
2. Have her visit their room and talk with them
3. Make sure the children see her everyday
4. Have a child carry a note, lunch money etc. to her office
5. Role play
6. Pick her picture out among other school personnel
7. Group activities involving the Secretary
8. Draw a picture, color sheets
9. Let them type, answer a play phone
10. Have her eat lunch one day with them
11. Show film of other secretaries

D. To become familiar with the job of Librarian. Activities:

1. Visit the Library
2. Have the Librarian talk with the children about her job

3. Choose a book, watch as Librarian stamps cards
4. Play Librarian, stamping books with supervision
5. Role play
6. Have Librarian show a film or do fun activities with them
7. Have Librarian come to their room
8. Make sure the children see that she is there everyday and that that is her job
9. Pick her picture out among other school personnel
10. Have her eat lunch with them one day
11. Group activities including the Librarian
12. Draw pictures of a Librarian
13. Schedule library time

E. To become familiar with the job of the Music Teacher.

Activities:

1. With a routine schedule the children should soon understand what the Music Teacher does, have them prepare themselves for music time
2. Choose her picture among other school personnel
3. Role play
4. Have her eat lunch with them one day
5. Draw pictures
6. Group activities involving the Music Teacher
7. Let them see that she's there everyday with other classes

F. To become familiar with the job of the school's cooks.

Activities:

1. Visit kitchen

    2. Watch them prepare lunch
    3. Watch them serve food
    4. Participate in helping them serve the food
    5. Choose their pictures among other school personnel
    6. Draw pictures of the cooks
    7. Have them visit their classroom
    8. Role play
    9. Group circle activities involving the cooks
    10. Have the children watch the cooks clean-up
    11. Help clean-up
    12. Prepare or help to prepare simple part of the lunch

G. To become familiar with the job of a Janitor. Activities:

    1. Visit the janitor
    2. Watch the janitor sweep, mop, clean
    3. Help janitor sweep, mop, clean in teh classroom or in the halls
    4. Draw pictures of the janitor
    5. Choose his picture among other school personnel
    6. Help move desks, chairs for cleaning
    7. Help with other simple tasks, as empting trash cans, etc.
    8. Role play
    9. Group activities involving the janitor
    10. Make sure the child sees the janitor everyday and understand what he does everyday

H. To become familiar with teh job of a bus driver. Activities:

    1. Visit the bus during the day, have the bus driver

explain different things on the bus

2. Have the bus driver come to their room
3. Make sure they see the bus driver everyday, especially if they don't ride on the bus
4. Role play
5. Draw pictures
6. Group activities involving the bus driver
7. Special ride on the bus
8. Choose the picture of the bus driver among other school personnel
9. Have the bus driver come to their room or eat lunch with them one day

I. To become familiar with the job of the School Nurse.

Activities:

1. Visit her office, have her explain different things she uses in her office
2. Have her visit their room
3. Role play, using bandaides (props)
4. Draw pictures
5. Group activities involving the school nurse, have her participate in a fun activity to show the children that there is nothing to be afraid of
6. Choose her picture among other school personnel
7. Make sure they see her everyday
8. Have her eat lunch with them one day

II. CONTENT

A. Dress up like the personnel, example the nurse, cook, etc.

B. Role play using props

C. Visual and auditory discrimination using picture cards and taped voices

D. Bulletin boards using photographs

E. Teacher-made materials using matching and discriminating activities

F. Color sheets

G. Simple picture books

H. Films

I. Make book of their own

J. Take photographs, ask them to pick out, Mr. Brown, the Principal, or Mrs. Jones, the Music teacher, etc. (They could take the photos)

K. Peabody Language Kit, flashcards

L. First-hand experience (most important)

III. EVALUATION

Teacher-observation of the child, around school personnel. Role playing will help determine if the child understands the "jobs". Simple commands for example, "Give this note to Mr. Green the janitor." Visual discrimination of pictures and/or first-hand experience with the school personnel

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

MARY TAYLOR

TMH

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

VISUAL DISCRIMINATION IN CONSUMER EDUCATION

RATIONALE FOR CONSUMER AND CAREER EDUCATION UNITS FOR THE SEVERE, PROFOUND, AND TRAINABLE MENTALLY RETARDED CHILD

Career and consumer education is considered especially essential for the mentally retarded child to survive "normally" in today's world of work. In the past the trainable, severe, and profoundly mentally retarded child has been treated much like the educable or mildly mentally retarded child in regards to curriculum in this important area. Stereotyped units on community helpers and field trips to the farm and grocery have sufficed from lack of a more developmental and creative approach to instructing these children with special needs that are really quite different from the mildly retarded child. There is a definite need to reach out and experiment with some different techniques in this area.

First of all, what is career and consumer education to the trainable, severely, and profoundly mentally retarded child? Career education must be considered from a concrete and practical point of view of being exposure to the many skills that a child needs to obtain and hold a job. Finishing a task, working independently with a minimum of help, listening to directions, neatness, being punctual, responsibility, pacing, safety, persistence, consistency, survival thinking skills, good listening, starting, finishing, and work rate are only some of the important skills to be considered in career education. Teachers strongly feel that to be meaningfully taught, these skills must be presented in the framework of an activity that magnifies the child's mental, physical, and emotional conception of such skills. This can not be accomplished with a narrative description of the role of various community workers, but must involve concrete activity where the child can actually experience the skill or concept or value being presented. In the context of an activity that requires materials to be physically cleaned up and put away properly, the child can get a realistic feel for the importance of the concept of neatness as it relates to jobs and careers.

Consumer education skills could also effectively be taught in the framework of a meaningful activity that offers plenty of exposure to the developmental skills that are so often a prerequisite to higher level skills that are more easily associated with consumer education. For example, it would be difficult to teach discrimination in shopping concerning comparision of unit price if basic money skills and the general concept of money value has not previously been understood by the child. Basic units that exposed the children to experiences involving general awareness, visual discrimination, tactile discrimination, and auditory on the appropriate developmental level would be considered essential to teaching consumer education to the trainable, severely, and profoundly mentally retarded child.

The term "workjobs" has been coined to describe this developmental experience-activity oriented approach to teaching career and consumer education to the mentally handicapped child. This reationale emphasizes developing and building upon a child's natural ability to play to help instill concepts of basic discrimination, work, and responsibility. By charting structured play situations, it is felt that job skills and consumer skills needed for the child's future can creatively and effectively be taught.

TITLE: Visual Discrimination in Consumer Education

AREA OF CONCERN: To teach an important concept in consumer education--visual discrimination of foods

I. OBJECTIVES

A. The child shall select upon verbal command from the teacher a particular food given a selection of real food items, food models, or pictures of foods in the setting of the grocery store, home, and in the classroom to be evaluated by sight by the teacher.

B. The child shall verbally describe each food item according to size, color, shape, or type of food and food packaging.

II. RESOURCES

A. Read food items such as carrots, corn, onion, potatoes, tomatoes, apples, bananas, pears, oranges, peaches, grapes, cereals, beans, milk, eggs, etc.

B. Plastic models of above

C. Pictures of above

D. Collage of foods cut from magazines

E. Empty food packages such as milk carton, egg carton, cereal box, etc.

F. Paper plates

G. Materials and ingredients to make pumpkin pie

H. Hap Palmer Learning Basic Skills Through Music Vol. 1 song Growing

III. PERFORMANCE

A. The teacher should set aside a special time of day to present this unit. If possible the lessons should be about 10 to 20 minutes and presented on consecutive days. Concepts of visual discrimination should start with concrete items and progress to more abstract items such as food packages and pictures. As much as is possible real trips and experiences should be emphasized.

B. The whole concept of foods as a classification should be introduced in an interesting way with the Hap Palmer record, Growing. The teacher should have pictures of flowers, trees, monkey, mice, carrots, and peas, etc. The teacher should have a picture of a farmer growing food on the farm and stress the idea that food is grown. A filmstrip about food being grown on the farm or a trip to a garden would be excellent to introduce visual perception of different fruits and vegetables.

C. The teacher should select several real food items that can be displayed on a large table in the room. Carrots, potatoes, tomatoes, oranges, apples, pears, peaches, etc. are good choices. The children should be seated in a semi-circle and called to get a particular food item. If the children can do this successfully, the teacher should then have them go get a food that is red, or orange, etc. Then she might ask them to go get a food that is smooth, or bumpy. The visual discrimination should progressively get more difficult until finally the children are discriminating on the basis of differences of size and shape. This is an excellent way to individualize in a group setting. In other words, children who are having difficulty with color would be given more trials on that aspect. The teacher can make the visual discrimination trial more difficult for more advanced students.

D. This activity should be the same as activity C except that plastic models will be used instead of the real thing.

E. This activity should be the same as activity C except that pictures of foods should be used instead of real food items.

F. This activity should be introduced by singing the Market Song. The teacher should have a large grocery bag filled with various food packages such as a milk carton, canned beans, egg carton, etc. She should tell the children that they are going to play store and call on each child to select an item and tell what kind of food it is. If she can get double sets of materials this can be developed into an excellent independ matching activity to develop visual discrimination skills. She should finish the activity by talking about the grocery store and telling the children what they should look for when they go.

G. This activity should be a field trip to the grocery store. On this trip the class should move to each department of the store and verbally label and describe the foods and food packages. When they return they may draw some foods they saw, color ditto sheets pre-prepared of simple foods, or look through magazines for food ads and clip pictures to make a huge room collage of foods. More advanced students may classify foods according to color etc.

H. The children shall develop a series of games that involve visual discrimination of foods. An example is upset the fruit basket, pin the eye on the potatoes, etc.

I. The children shall cut pictures of food from magazines, food product boxes, etc. and arrange them as a complete meal or otherwise classify them. They may paste them unto paper plates.

J. One or several sessions may be devoted to preparing simple foods such as whipping whipped cream, making jello, or making a pumpkin pie or other seasonal dishes depending on the time of year. The teacher should let the children completely experience all visual aspects of the foods ... color, texture appearance, etc. Pictures of the finished product should be taken so that it may be remembered and reviewed.

K. A special visit to the lunch room should be arranged so that the children may see the preparation of food and discuss the appearance of foods and how it changes in various stages of preparation. Emphasis here can also be given to food preparation as a potential vocation and the importance of knowing different foods on sight.

IV. EVALUATION

A. An important part of evaluating the mentally retarded child's behavior is to check for retention and generalization of learning into the home environment and real life situations. Each activity presented here will be evaluated immediately by sight by the teacher, but after the unit is completed, Activity B should be repeated to check for retention. The trip to the

Grocery will be an important check for generalization skills. If the children can recognize foods in the classroom but not in the store, then more instruction is needed. A third check or evaluation should take place in the home. The teacher should send home a brief note describing the nature and purpose of the unit being taught. Parents should be encouraged to talk to their children about various foods during meals, shopping, and during free play moments. At the end of the unit the teacher should again send home a brief checklist for the parent to fill out and return. It might read as such--At home Johnny can verbally name the following:

apple---

pear---

potatoe---

The teacher can use this information to plan further lessons to remediate weaknesses.

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

ANGIE HOYLE
SPECIAL EDUCATION

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
TREES AND YOU, THE CONSUMER

OCCUPATIONS

1. Lumber Miller
2. Forestry Agent
3. County Agent
4. Furniture Store Manager

CAREER EDUCATION

TITLE: Trees and You, The Consumer

I. OBJECTIVES

A. To be able to identify some trees by their leaves

B. To be able to follow the route of a tree from forest to consumer

C. To learn how to plant a tree and care for a tree

D. To be able to read and spell vocabulary taken from the unit

II. RESOURCES

A. Library Books

B. Conservationist

C. Lumber Miller

D. County Agent

E. Films and Filmstrips

F. Lumber Mill

G. Free Small trees

H. Trees on the school property

I. Encyclopedias

III. CONTENT

A. Vocabulary Development

B. Listening Skills

C. Interviewing Skills

D. Knowledge of proper method of planting and caring for tree

E. Identification of trees

F. Knowledge of movement of tree to product

IV. PERFORMANCE

A. Make bulletin board showing steps of tree from forest to consumer

B. Visit Lumber Mill

C. Plant trees on school property

D. Collect leaves and Identify

E. Make leaf booklet

F. Interview forestry expert

G. Vocabulary lessons from related words

V. EVALUATION

A. Teacher observation

B. Spelling Test

C. Leaf Identification Quiz

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

ANGIE HOYLE

SPECIAL EDUCATION

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

KEEP ON TRUCKIN' THROUGH OUT NATION

OCCUPATIONS

1. Truckdriver
2. Dock Loader

CAREER EDUCATION

TITLE: Keep on Truckin' Through Our Nation

I. OBJECTIVES

- A. To become familiar with basic United States geography
- B. To become familiar with products manufactured and grown in each state of U. S.

II. RESOURCES

- A. Films
- B. Filmstrips
- C. Library Books
- D. Encyclopedias
- E. Truck Driver

III. CONTENT

- A. Listening Skills
- B. Library skills (using resource books and materials)
- C. Vocabulary Development
- D. Interviewing Skills
- E. Knowledge of Geography of U. S.

IV. PERFORMANCE

- A. Make a large map of United States with states outlined for bulletin board
- B. Play a game using paper trucks that carry products from each state. Student must name state and product and place on appropriate state on map. Student with the most trucks at the end of the unit will win game.
- C. Use resources to obtain information about products on each state

V. EVALUATION

A. Teacher observation

B. Student participation in game

CAREER
EDUCATION

CLUSTER:
PERSONAL SERVICE

ORGANIZING CENTER:
AGRIBUSINESS

CONTRIBUTING
TEACHER:

DOUG HOVIOUS
SECONDARY

CAREER EDUCATION

TITLE: Agribusiness

AREA OF CONCERN: Students will have an understanding of the many jobs available to them in the field of agribusiness.

I. OBJECTIVES

A. Students will study the life of the Warren County farmer by making a language experience chart based on field trips to local farms.

B. Students will set up a small greenhouse in the classroom, based on their knowledge gained from a visit to a local florist and an interview with the agribusiness teacher within the school.

C. Students will determine awareness of the activities of a sawmill by discussing what goes on at a mill.

II. PERFORMANCE

A. Field trip to WKU farm and other local farms

B. Field trip to Scott's Tobacco Company. At these locations students will interview various people to find out all the information possible concerning jobs involved. When back in the classroom, the students will write a language experience chart about all that was learned on these trips.

C. Field trip to local florist with special emphasis on greenhouse

D. Interview agribusiness specialist within school

E. Gain knowledge about plants by researching available materials, filmstrips, films, books, etc.

F. Students will experiment in growing various plants in milk cartons at school and at home. In these experiments they will use different types of soil and fertilizers.

G. Field trip to local sawmill

H. Field trip to local factory to see finished product from local mill

I. Discuss what was seen on local trips after returning to the classroom

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

DOUG HOVIOUS

SECONDARY

CLUSTER:

PERSONAL SERVICE

ORGANIZING CENTER:

MANUFACTURING

CAREER EDUCATION

TITLE: Manufacturing

AREA OF CONCERN: Students will have an understanding of the many jobs available to them in the field of manufacturing.

I. OBJECTIVES

A. Students will study the various jobs of manufacturing from management through to the actual production of the finished product.

B. Students will study the various jobs in manufacturing by visiting local factories and and interviewing workers in various jobs.

C. Students will discuss the activities that go on in an assembly line production--from the beginning to the finished product.

D. Students will set up an assembly line in the classroom, based on the knowledge gained from visits to local factories and with the help of the teacher of the manufacturing class.

II. PERFORMANCE

A. View filmstrips--Manufacturing and World of Manufacturing

B. Students will choose a certain area of their choice for further study.

C. Field trip to Detrex Chemicals, Inc.

D. Field trip to L. F. Strassheim Company

E. When back in the classroom, students will write a language experience chart about what was learned on trips.

F. Students will write their own list of questions to be used during the interviews.

G. Visit the manufacturing class within the school and work with students in that class on the various jobs.

H. Interview manufacturing class teacher

I. Research and gain knowledge about project they want to assemble for their own class project.

J. Choose people for various jobs, set up assembly line, and complete a product of their choice.

CAREER

EDUCATION

CONTIRBUTING

TEACHER:

MARY COLE

SECONDARY

CLUSTER:

PERSONAL SERVICE

ORGANIZING CENTER:

CONSUMER AND HOMEMAKING CAREER UNIT

CAREER EDUCATION

TITLE: Consumer and Homemaking Career Unit

AREA OF CONCERN: This unit is designed to make students aware of Home Economics careers and aid them in development of homemaking skills.

I. OBJECTIVES

A. After observing the filmstrip, the student will be able to list careers related to foods, housing, clothing, and child development.

B. After class discussion and field trip, identify jobs in our community which are related to consumer and homemaking.

C. After observing the filmstrip, the student will be able to summarize some of the duties of the jobs related to foods, housing, clothing, and child development.

D. Demonstrate the proper table etiquette according to reference material.

E. After observing a demonstration, the student will be able to operate with 100% efficiency the mocrowave oven and will relate the mocrowave oven to food service and careers (a portable broiler may be used)

F. After observing demonstrations, the student will be able to operate and care for a sewing machine with 100% efficiency.

G. After observing demonstration, the student will be able to make simple garment repairs, sew on buttons, mind ripped seams.

H. After observing demonstration, the student will be able to make a duster to use in housekeeping

II. PERFORMANCE

A. Class discussions, Occupational Handbook, filmstrips, vocabulary words derived from career unit

B. Class discussion, survey, guest speaker, filmstrips, field trips to relation job sites, Reading--stories about careers

C. Make a list from class discussions of duties of job, filmstrips

D. Actual experience in classroom

E. Demonstrations, practical food preparation of a snack

F. Demonstration of machine, practice use of machine, construct a project (apron--gym bag, etc.)

G. Demonstration , practice garment repairs

H. Demonstration, dusters made from a clothes hanger shaped with Yarn straps loops completely around

III. RESOURCES

A. Field trip

B. Occupational Handbook

1. Occupational education series--The School Cafeteria Worker

C. Filmstrips--Career education clusters part III--Consumer & Homemaking Education for occupations--Working in Food Service

D. Resource people

E. Lessons in Living

F. Reading Material, maybe teacher made

IV. EVALUATION

A. Teacher Evaluation

B. Laboratory experience

C. Teacher Evaluation of project

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

MARY COLE
SECONDARY

CLUSTER:
PERSONAL SERVICE

ORGANIZING CENTER:
PERSONAL SERVICES JOBS

CAREER EDUCATION

TITLE: Personal Services Jobs

AREA OF CONCERN: This unit is designed to make students aware of Personal Service careers and to discover what values these careers are to them.

I. OBJECTIVES

A. After observing the filmstrip, the students will be able to recall careers related to personal service of self, home, and property and business family.

B. After the class discussion and survey, the student will be able to identify the job requirements of 2 careers in this cluster that is of interest to them.

C. After field trips to local job sites and resource speakers, the student will be able to name job in our community which are related to the personal service cluster and their responsibilities (ex.: barber, cosmetologist, dressmaker, babysitter, shoe repairmen, painter, yardman, garbage collector, paperboy, domestic helper, bank clerk, messanger boy, welfare worker.)

II. PERFORMANCE

A. Class discussion, student made chart of 3 families and careers under each, filmstrip, vocabulary words derived from career unit

B. Survey of careers, class discussion, filmstrip, tapes-careers, Reading-stories about careers

C. Field trip, resource persons, class discussion, game--career charade

III. RESOURCES

A. Reading material maybe teacher made

B. Occupational Handbook

C. Filmstrip--Occupational education series

Career Education clusters part V--Personal Service

Education for occupations

D. Career Tapes (in library)--Messenger--Hairdresser/stylist

E. Resource People--Hairstylist, barber, painter (Mr. Beetem) paperboy (student) shoe repariman (student may know someone)

IV. EVALUATION

A. Teacher observation

B. Teacher-made test

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

KAY EAVES

PHYSICALLY HANDICAPPED

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

SUCCESSFUL WORKER

OCCUPATIONS

Jobs within the school

CAREER EDUCATION

TITLE: Successful Worker

I. OBJECTIVE

- A. To have students become familiar with skills and attitudes which make one successful (able to maintain) in one's job.

II. AREAS OF CONCERN

- A. Responsibility
- B. Competing job
- C. Asking and answering questions
- D. Using time schedules
- E. Personal appearance
- F. Listening skills
- G. Use of leisure time

III. RESOURCES

- A. Personnel manager of department store, factory principal
- B. Movies and filmstrips (The Most Important Person series and others)
- C. Magazines (Hi-Tite)
- D. Stories and books (library and text)
- E. Jobs within room
- F. Time kit and worksheets
- G. DUSO kit

IV. CONTENT

- A. Assignment of job responsibilities
- B. Discussion groups
- C. Role play

D. Comparison charts (Do's and Don'ts)

E. Interviews, class guests, field trips

F. Basic skills in math and reading

G. Personal hygiene and grooming

H. Rules of etiquette

I. Pamphlet writing

J. Safety practices

V. PERFORMANCE

A. Activities

1. Assign responsibilities in room on non-rotating basis
2. See filmstrips and discuss
3. Use Goofus and Gollant comic strips for reading
4. Make comparison chart on Bulletin Board on Do's and Don'ts.
5. Tell time in math-calculate or estimate time needed to complete certain activities (eat breakfast, get ready for school, etc.)
6. Role play-attitudes, employee-employer, (DUSO Kit)
7. Interview employer or personnel manager
8. Compile pamphlet on qulaities of a successful worker
9. See movie and have discussion on telling the truth
10. Do science experiment which requires responsibility on part of each student
11. Have dress-up day based on rules of hygiene and grooming
12. Discuss rules of etiquette and practice at school

VI. EVALUATION

A. Teacher made tests (oral and written)

B. Chart on students progress in their job responsibility

C. Teacher observation

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

KAY EAVES

PHYSICALLY HANDICAPPED

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
BE A WISE SHOPPER

OCCUPATIONS

Knowledge in shopping
1. Weight
2. Measurement

CAREER EDUCATION

TITLE: "Be A Wise Shopper"

I. OBJECTIVE

   A. To have students learn the various units of measure and to use this knowledge in shopping.

II. AREAS OF CONCERN

   A. Linear

   B. Weight measures

   C. Reading labels on products measuring foods in cooking taking dimensions of objects and areas

III. RESOURCES

   A. Flash cards on metrics

   B. Rulers, yardsticks, meter stick, liquid and weight measures

   C. Recipes

   D. Empty food containers (all sizes)

   E. Grocery store

   F. Department store

   G. Filmstrips, movies on measurement

   H. Cafeteria

   I. Math, and reading books

IV. CONTENT

   A. Language Arts

      1. Read labels on products

      2. Read recipes

      3. Label products

      4. Classification (of foods, measures, etc.)

5. Planning trip

6. Read about uses of measurement, various

7. Community jobs

B. Math

1. Addition, subtraction, comparison

2. Sorting

3. Units of measurement

4. Place value

5. Fractions

V. PERFORMANCE

A. Activities

1. Sequence steps of measuring
2. Arrange measurements from smallest to largest
3. Measure objects in class and classify by weight and size
4. Weigh everyone in class, draw pictures of selves
5. Set up learning center on metrics, use flash cards
6. Add and subtract units of measurement to get total measurement
7. Sort objects by types of measurement used
8. Determine types of measurements needed in various jobs
9. Walk around school, estimate distance, estimate distances between school and other places
10. Go to grocery (estimate how many groceries one can buy and still be able to carry them)
11. Pupils make bulletin board comparing measurements
12. Play store in room and buy products, make change with play money

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

SHIRLEY HALL

LEARNING DISABILITIES

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

EYE DOCTOR

OCCUPATIONS

1. Assistant to the doctor
2. Office worker

CAREER EDUCATION

TITLE: Eye Doctor

I. OBJECTIVES

A. To learn how to take care of our eyes

B. To learn the different parts of our eyes

C. To learn the different instruments used in observing the eye

D. To learn about the uses of some medicine for the eye

E. To learn about glasses and contact lens

F. To learn about the most common eye injuries

II. RESOURCES

A. Flannel Board Kits on the eye - Milton Bradley

B. Films - Western Library

C. Filmstrips: "The Eye"
"Parts of the Eye"

D. Books

E. Puzzles with pictures of the eye

F. Games made concerning the eye

III. PERFORMANCE

A. Have the eye doctor to visit the room

B. Draw a picture of the eye. Label the parts

C. Show films on the eye

D. Have some instruments used by the eye doctor

E. Have an eye chart. A teacher can check her own students

F. Have a field trip to the doctor's office

G. Have parts of the eye on the bullentin board. Have students label parts

H. Role play an eye doctor and a patient

I. Write "Thank you" note to the doctor

IV. EVALUATION

A. Teacher observation

B. Work sheets

C. Observations of the games

D. Have book reports and filmstrips reported on

E. Write about the trip to the office

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

SHIRLEY HALL

LEARNING DISABILITIES

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

USED-CAR SALESMAN

OCCUPATIONS

1. Salesman
2. Mechanic
3. Service Man

CAREER EDUCATION

TITLE: Used-Car Salesman

I. OBJECTIVES

A. To learn the duties of each job

B. To learn about the forms used in buying a car

C. To learn about the use of the Court House in buying a car

D. To learn about car auctions

E. To learn about loans for buying a car

F. To learn about the main care of a car

II. RESOURCES

A. Films - Western Library

B. Books

C. Games about cars

III. PERFORMANCE

A. Have different people from a car lot to visit the classroom and tell of his/her job

B. Have a field trip to a car lot

C. Have a field trip to a car auction

1. Bowling Green
2. Nashville
3. Louisville

D. Have role playing. A salesman and his customer

E. Have children fill out forms used in buying a car

F. Visit the Court House and observe their role in the buying and liciencing of a car

G. Write a "thank you" note to the people that visited the classroom

H. Show films and filmstrips

I. Make a car out of wood, etc.

J. Visit a loan company

IV. EVALUATION

A. Teacher observation

B. Worksheets

C. Observation of the games

D. Have reports

E. Write about the trip to the office

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

LINDA F. MILLER
LEARNING DISABILITIES

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
FARMER

OCCUPATIONS

1. Farm Workers

CAREER EDUCATION

TITLE: Farmer

I. OBJECTIVES

A. To provide experiences that increase appreciation of farm living

B. To understand that much of our food and clothing come from farms

C. To become familiar with farm animals

D. To learn that there are various types of buildings on a farm

E. To learn there are many types of farms

F. Learn different foods and how they grow

II. RESOURCES

A. Charts

B. Bulletin Board

C. Films

D. Family

E. Stories

F. Pictures

G. Books

H. Records

I. Songs

J. Games

K. Farm machinery

L. Barn

III. CONTENT

A. Language Arts

1. Names of animals in film
2. Recognize pictures in story books
3. Know farm machine names
4. Tell simple farm stories

B. Health

1. Know the need of cleaniness
2. Know importance of sunshine and water
3. Know about safety

C. Social Studies

1. Trip to farm
2. Playing games together
3. Seeing films of farm activities

D. Music

1. Enjoy emotion through rhythm
2. Records

E. Science

1. Importance of weather
2. Care of animals

F. Math

1. Counting animals
2. Counting needed objects
3. Learn about different shapes and sizes

G. Art

1. Paste
2. Coloring

    3. Trace and Cut
    4. Use of puppets

IV. PERFORMANCE

A. Visit a farm

B. Make a chart of the growing things on a farm

C. Make a chart of things that come from a farm

D. Sing farm songs

E. Discuss all farms are not alike, such as:
    1. Truck farm
    2. Dairy farm
    3. Chicken farm

F. Make a list of farm animals

G. Display of books about farm work

H. Toy machinery display

I. Draw pictures of animals and foods

J. Construct barn

K. Pantomime - Mother feeding baby chickens

L. Games - Blue birds, Duck-Duck-Goose

M. Interview

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

LINDA F. MILLER

LEARNING DISABILITIES

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

WHO WORKS AT THE SUPERMARKET?

OCCUPATIONS

1. Store Manager
2. Butcher
3. Produce Clerk
4. Checkers
5. Bookkeepers

TITLE: Who Works at the Supermarket?

I. OBJECTIVES

A. Acquaint children with various kinds of workers in the supermarket

B. To identify kinds of workers needed

C. To describe various jobs that each worker performs

D. To recognize the teamwork to be successful

II. RESOURCES

A. Books

B. Newspapers

C. Cereal boxes

D. Magazines

E. Field trip

F. Pictures

G. Bullentin Board

H. Play money

I. Play Register

J. Groceries

K. Charts

L. Films - explaining the following various jobs

1. Store manager
2. Department Manager
3. Checkers
4. Stock Boy
5. Stock Clerk
6. Bookkeeper

III. CONTENT

A. Language Arts

1. Bring in newspaper advertisements of supermarket
2. Make shopping list
3. Pictures of supermarket workers from magazines
4. Vocabulary list
5. Trip to supermarket
6. Interview

B. Art

1. Drawing supermarkets
2. Construct a supermarket from ice-cream sticks
3. Make fruit from clay and color

C. Health

1. Food and their care
2. Good Health
3. Display of foods

D. Math

1. Counting various workers in the market
2. Counting play money to purchase food (School Market in Room)
3. Prices in newspaper advertisements

IV. PERFORMANCE

A. Bring newspaper advertisements of supermarket

B. Make shopping list

C. Trip to supermarket

D. Class discussion

E. Role play workers

F. Role play certain events

G. Bring to school empty soap boxes and play money

H. Make fruits and vegetables from clay

I. Pictures of workers at the market

J. Drawing and coloring pictures of workers

K. Cutting from newspapers and magazines for charts

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

ONEIDA HILL

LEARNING DISABILITIES

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

NURSE, DRUGGIST, AND HEALTH OFFICER

CAREER EDUCATION

TITLE: Nurse, Druggist, and Health officer

I. OBJECTIVES

- A. The nurse, druggist, and health officer help to make our neighborhood a healthy place to live.
- B. The nurse helps the doctor in his examinations.
- C. The druggist helps supply us with medicine to cure our illnesses.
- D. The health officer helps to set up rules to follow to make our neighborhood a more healthy place.

II. RESOURCES

- A. Filmstrips
- B. Motion pictures
- C. Books
- D. Exhibits
- E. Various dolls and toys
- F. Poster board
- G. Human talent

III. CONTENT (Activities)

- A. List these workers in this area (nurse, druggist, and health officer) and talk about the contribution of each worker.
- B. Invite the nurse, druggist, and health officer on different occasions to discuss their work, qualifications, and training requirements.
- C. Show and discuss the film "The Nurse Combats disease".
- D. Show any additional films available.

IV. PERFORMANCE

A. Activities

1. Make the class aware of his own personal contribution to the total health of the neighborhood by showing filmstrips, motion pictures, and exploring books.
2. Make posters, booklets, or pictures
    a. Writing health jingles, poems, or stories
    b. Collecting or displaying articles that help us keep our teeth clean
    c. Collecting or displaying the right kinds of food to eat and using dolls and other toys illustrating proper clothing, exercise and rest.
3. Arrange into exhibits to share with other classes or parents.

V. EVALUATION

A continuous evaluation should be made throughout the development of the unit through reports, discussions, matching games, puzzles, and a series of simple tests including multiple choice, completion, and matching tests.

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

ONEIDA HILL
LEARNING DISABILITIES

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
POSTMAN

OCCUPATIONS

1. Postal Inspector
2. Mail Clerk

CAREER EDUCATION

TITLE: Postman

I. OBJECTIVES

A. Many people work together to make communications possible through our post office.

B. Many postmen are needed to deliver mail.

C. Postmen bring us many types of mail.

D. Training and examinations are needed to become a postman.

E. The post office classifies mail into four classes.

F. In addition to delivering mail, the postmen have many other jobs.

G. The postman must be strong, polite, and healthy because the mail must go on.

H. A certain procedure is followed by the postman daily.

II. RESOURCES

A. Filmstrips

B. Motion pictures

C. Boxes

D. Envelopes

E. Various stamps

F. Various types of envelopes

G. Chart paper

H. Human Talent

I. Rural postman

III. CONTENT

A. Show film "Helpers who Come to Our House" and discuss following the film.

B. Children enjoy getting mail and talking about it. Let them talk about the different kinds.

C. Bring in samples of the different types of mail and various stamps. Discuss these, and make an experience chart illustrating the various types of mail.

D. Plan a visit to the Post Office. Be sure it's at a time the children can see the various types of mail.

E. View the filmstrip "My Father Is a Postman" and the motion picture "The Mailman" and discuss.

F. Read the books given concerning the postman and plan for discussion through reports, and oral discussion, and drawing.

G. Have a rural postman come and discuss his job. Following The discussion, compare and contrast his job with the city postman.

H. Show the motion picture "Our Post Office" and "Railroads and Our Mail" and discuss. Set up a post office in the classroom. Assign a postmaster, an address to each child, and a mailing system.

IV. PERFORMANCE

A. Write various types of letter

B. Enjoy reading books on the mailman

C. Examine addressed envelopes. Go over each step on addresses. Make sure each child knows and understands each step and the need for accuracy.

D. Practice writing addresses, beginning with large sheets of paper down to decreasing regular size envelopes.

E. See the motion picture "Our Post Office" and the filmstrip "Railroads and Mail".

F. Learn songs about the postman and mail.

G. Erect a classroom post-office to be used during Valentine's week. Arrange for one group to cancel and post mark the mail with a hand stamp and other groups to sort the mail in alphabetical order and put in individual mail boxes.

V. EVALUATION

A continuous evaluation should be made throughout the development of the unit through reports, discussions, matching games, puzzles, and a series of simple tests including multiple choice, completion, and matching tests.

CAREER

EDUCATION

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

COMMUNICATION AND THE WORLD OF WORK

CAREER EDUCATION

TITLE: Communication and the World of Work

OVERVIEW: This speech therapy-career education unit will take place over several weeks time in the regular speech therapy setting. Most children are seen in small group sessions twice a week for 30 minutes. All the activities will be integrated into the regular type of activity which is done to promote better speech and language. At the completion of the unit, the children will be able to adequately apply semantic and syntactical structure and correct production of the (r) sound in words and sentences in relation to interior decorating.

I. OBJECTIVES

A. To integrate into daily speech and language activities an awareness of the duties and tools of a home interior decorator

B. To show the relationship between good communication and the effectiveness of an interior decorator

C. To develop an interest and desire in the children to improve their communication skills in order to reach their goals they might set in their possible future career as a home interior decorator

II. RESOURCES

A. Books

B. Magazines

C. Newspapers

D. Bulletin Boards

E. Filmstrips

F. Activity sheets (teacher made or commercial)

G. Picture cards (i.e. Peabody Kits)

H. Puzzles (teacher made or commercial)

III. CONTENT

A. Articulation

1. Use career education related materials of word lists, pictures, puzzles, discussions, etc. centered around the (r) sound

B. Language

1. Use career education related materials in role-playing discussions, sentence building, story telling and other activities which will improve the child's ability to automatically use the common forms of language in the career of interior decorating and to express these ideas in an acceptable form.

IV. PERFORMANCE

A. Vocabulary development

1. The children will match pictures of the rooms in the home to the furniture found in each particular room. Concentration should be on the (r) sound.

2. The children will match pictures of room furnishings to the words. Concentration should be on the (r) sound.

B. Scrapbook

1. Each child is to place pictures of room design on construction paper. Next, place pieces of colored fabric next to pictures. Concentration should be on (r) sound.

Ex. drapes--green carpet--red

bed spread--grean dresser--brown

2. Each child is to formulate a sentence using the words in part 1.

   Ex. The drapes are green.
   The carpet is red.
   The bed spread is green.
   The dresser is dark brown.

C. Role-playing

1. Act out an interview of an interior decorator. Questions should deal with duties and tools of an interior decorator.
2. Act out a situation with an interior decorator and home owner, discussing ways of decorating a home. A doll house and furnishings could be used in this activity for effectiveness. Concentration should be placed on correct production of the (r) sound.

D. Story telling

1. The therapist will take the role of decorator and explain her(his) plan for decorating a home. Each child is to raise his(her) hand when he(she) hears the (r) sound.
2. A child will tell his(her) plan for decorating a home and the other children are to evaluate if the child used the (r) sound correctly.

E. Group discussions

1. The group will discuss the importance of communications in the field of home decorating.
2. The group will discuss how the incorrect production of the (r) sound can affect the work of a home decorator.
3. The group will share ideas on the importance of the career of a home interior decorator in society.

V. EVALUATION

A. Attitudes shown by students during activities

B. Amount of interest shown

C. Participation of all students in activities

D. Self and group evaluation of effectiveness of activities and improvement of production of (r) sound in words and sentences

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

JEANETTE DAVENPORT

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

COMMUNICATION AND THE WORLD OF WORK

CAREER EDUCATION

TITLE: The World of Work and Communication

OVERVIEW: The regular speech therapy setting will be used, in part, for developing conversation centered around the world of work. This will, of necessity, be structured for a small amount of work on the unit during each session, since most of the children are seen in small groups twice a week for 30 minute sessions. Better speech and language will be the major goal, with the secondary emphasis on career education and of course will be of a general nature. All children will have the opportunity to learn something concerning the world of work and to discuss types of careers, needs, duties and self-concepts in regard to positions studied.

I. OBJECTIVES

A. To increase the children's desire to develop their communication skills in keeping with the work they might wish to do.

B. To compare poor and faulty communication and relate each to the requirements or effectiveness of one's work.

C. To use speech in various activities integrating it with the study of careers.

D. To develop the use of language as needed, allowing for individual differences in role playing and descriptions of certain types of work.

II. RESOURCES

A. Library resources

B. Magazines

C. Newspapers

D. Books

E. Activity sheets

F. Bulletin boards

G. TV programs

H. Tape recorder

I. Pictures

J. Occupational pictures (commercial)

III. CONTENT

A. Listening skills--Allow students to re-construct or re-phrase stories, descriptions, etc. concentrating on content, recall and accuracy. Teacher evaluates articulation skills and defects of speech.

B. Articulation--Use diagrams, word lists, pictures, discussions, stimulation, repetition, centered around child's specific sound error

C. Language--Using career education related materials, carry out activities in sentence building, discussions, stories and other class projects which will give student self-confidence and means of self-expression, using acceptable forms of syntax.

D. Spontaneous Speech--Encourage students to be willing to enter into conversation and discussions with a feeling of acceptance and projection of original ideas centered around career education and related class work.

IV. PERFORMANCE

A. Group discussions

    1. Types of communication required for certain careers

2. Describe certain careers
3. Sharing career education experiences from the regular classroom
4. What would you do in a particular career?

B. Story telling
   1. Students tell imaginary stories concerning certain careers
   2. By using "story starters", student finishes the story
   3. Students make up stories using lists of words
   4. Students listen to a story with factual errors and tell what is wrong

C. Games
   1. "Going to Calfornia". Take something relating to certain careers
   2. "What's My Name?" Give clues and then child gives clues
   3. Use cards with matching pictures

D. Activity Sheets
   1. Read sentences and fill blanks concerning careers
   2. Read descriptions of certain positions
   3. Answer questions regarding jobs
   4. Read about jobs in this community
   5. Use word lists in varied ways

E. Role-playing
   1. Act out working situations as clerk, painter, mechanic, etc.
   2. Charades - guess occupation
   3. Pantomine--guess what?

F. Use of tape recorder

1. Listen to one's own description of what is happening in certain careers
2. Read a career education related story (listen for speech errors)

V. EVALUATION

A. Student's interest and participation

B. Student's ability to discuss high lights of occupational study

C. Student's scores on simple true-false test

D. Demonstration of student's ability to ask appropriate questions during question and answer sessions

CAREER

EDUCATION

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

COMMUNICATION AND THE WORLD OF WORK

CAREER EDUCATION

TITLE: Communication and the World of Work

OVERVIEW: This speech therapy-career education unit will take place over several months time in the regular speech therapy setting. Most children are seen in small group sessions twice a week for 30 minutes. All career education activities will be integrated into the regular type of activity which is done during these sessions to promote better speech and language. Because of such factors as limited time and varied grouping, this unit will be of a general nature. It will allow for differences among the children and their individual speech and language problems. Not all children will participate in all of the activities listed; however, all children will participate in some types of activities concerning communication and the world of work.

I. OBJECTIVES

A. To integrate into daily speech and language activities an awareness of various careers.

B. To show the relationship between good communication and the effectiveness of one's work

C. To develop an interest and desire in the children to improve their communication skills in order to reach the goals they might set in their future careers

II. RESOURCES

A. Books

B. Magazines

C. Newspapers

D. TV programs

III. CONTENT

A. Articulation

1. Word lists, pictures, vocabulary lists, discussions,etc. centered around the child's specific sound error

B. Language

1. Role-playing, disucssions, sentence building, story telling, and other activities which will improve the child's ability to automatically use the common forms of language and to express his ideas in an acceptable form.

C. Fluency

1. Use career-education related materials in role-playing, discussions, tape recording, etc. in order to increase the student's level of fluent speech and improve his self-image as a speaker.

IV. PERFORMANCE

A. Role-playing

1. Research careers, establish dialogues centered around the child's particular need

2. Act out situations that might occur in a specific career.

B. Career education scrapbooks

1. Pictures, articles, etc. kept by individual students, groups, or by the entire caseload at each school.

2. A scrapbook centering around a particular sound. It could include such things as career-related vocabulary words, lists of unusual careers, careers in communication, etc.

C. Word games

   1. riddles--I use a typewriter and notepad. Who am I? Secretary
   2. Rhyming--Rhymes with purse--nurse

D. Story telling

   1. Therapist tells a career-related story, child raises his hand every time he hears his sound, or an incorrect word or sentence.
   2. Student makes up a story using words with his sound or certain language elements he is studying.

E. Group discussions

   1. Importance of communication in careers
   2. How would your speech problem affect your job if you were working right now?
   3. How much communication is required in the careers you are interested in?
   4. Sharing career education experiences from the regular classroom

V. EVALUATION

A. Attitudes shown by students during activities

B. Amount of interest shown

C. Participation of the student

D. Demonstration of knowledge gained in group discussions of previous activities

CAREER

EDUCATION

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

DUTIES OF A MECHANIC

CAREER EDUCATION

TITLE: Duties of a Mechanic

I. OBJECTIVES

   A. To integrate into speech and language activities an awareness of the duties of a mechanic

   B. To develop a desire to improve communication skills in preparation for the goal of mechanic

II. RESOURCES

   A. Magazines

   B. Books--Country Garage, by Jerrold Beim
   Big Book of Real Trucks, by George Zaffo

   C. Vocabulary list

   D. Sentence list of mechanic's duties

   E. Peabody Language Development Kit Tool Stimulus Cards

III. CONTENT

   A. Articulation

      1. Vocabulary list, sentence list, magazine pictures, books, pictures, with emphasis on production of /r/

   B. Language

      1. Discussion of the duties of a mechanic, emphasizing appropriate syntactical structures

      2. Discussion of an interview with parent (previously done) regarding experiences with a mechanic working on the family car, using good sentence structure

      3. Matching sentences describing duties of the mechanic with the tools he would use for that activity

IV. PERFORMANCE

A. Read vocabulary list, emphasizing correct production of /r/: motor, pliers, wrench, screw driver, lubricate, tire change, crowbar, oil filter, air filter, motor oil, carburetor, alternator, generator, spark plugs, battery, starter, radiator

B. Discuss magazine pictures showing mechanic working, emphasizing carry-over of /r/ as well as good sentence structure

C. Match vocabulary list of activities a mechanic performs with the pictures of tools he uses

D. Discuss related books (previously read), using appropriate syntactical forms

E. Discuss the necessity of using good speech as part of the mechanic's job

V. EVALUATION

A. Informal evaluation of carry-over of /r/

B. Informal evaluation of syntactical structures

C. Demonstration of knowledge of duties of mechanic

D. Demonstration of ability to match tools with appropriate duty

CAREER

EDUCATION

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

SPEECH AND LANGUAGE THERAPY

CAREER EDUCATION

TITLE: Speech and Language Therapy

I. OBJECTIVES

A. To integrate into daily speech and language activities an awareness of occupations involved in hospital personnel

B. The children will be able to correctly produce the errored /s/ and /z/ sound in the context of words, sentences and conversational speech incorporating adequate semantical and syntactical structures in relation to hospital personnel and their activities.

C. The children will be able to name 5 specific hospital related careers and one tool used by each.

II. RESOURCES

A. Word list, Sesame Street Magazine, Fokes Sentence Builder, Matching pictures puzzle, picture cards of persons and tools, filmstrips, library books, hospital floor plan, Peabody Language Development Kit, tape recorder, tape

III. CONTENT

A. Vocabulary development matching pictures of individuals and tools used Picture books and picture cards, role-playing hospital scenes, Fokes Sentence Builder, Auditory Recongition of errored sounds

IV. PERFORMANCE

A. Name each picture of hospital personnel that has /s/ or /z/ sound included in it

B. Match all pictures of personnel with appropriate tools--group discussion

C. Build appropriate sentence structures being selective of adequate semantic structures using the Fokes Sentence Builder

D. Place pictures of hospital personnel in appropriate room with oral descriptions by each individual

E. Tape record session with self-monitoring and self-evaluation occurring among the group

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

JEANNE TURNER

SPEECH THERAPIST

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

RETAIL SALES

CAREER EDUCATION

TITLE: Retail Sales

OVERVIEW: This speech therapy-career education unit is designed to take place over two or three weeks. It should take place at the end of the school year, when the therapy students are in the carry-over stage of their program and will be needing a lot of practice material in the form of conversational speech. The unit is designed around two games from Developmental Learning Materials, "Shopping Lists Game" and "Shopping Lists Game II." These games provide shopping lists, prices, pictures of merchandise, and play money for seven different stores: candy store, grocery, toy, sporting goods, clothing, pet, and drug store. The emphasis in this unit is on consumer education; however, there is discussion of the people who work in the various stores. If one does not have the DLM games, then it would not be too difficult to cut out pictures and design your own games. With the students helping you, this would be a bonus activity, having them make shopping lists, price lists, etc. Any type of store could be made.

I. OBJECTIVES

A. Provide practice material in the form of career-consumer education for the speech students to use for carry-over activities to improve their speech in the converstaional form

B. To develop an awareness of the various types of stores and merchandise available to the consumer

C. To learn about our monetary system, the value and exchange of money

II. RESOURCES

A. DLM "Shopping Lists Games"

B. Pictures cards of merchandise

C. Price lists

D. Shopping lists

E. Play money (DLM games are good because they contain very realistic coins)

III. CONTENT

A. Articulation

1. The children use their sound in the activity when shopping. They will point out the various items that have their sounds, or use a carrier phrase. "I would like to buy a ______________." Monetary fines are imposed for an incorrect sound, reducing purchasing power.

B. Language

1. Children will improve categorizing skills by placing merchandise in the correct store. Syntax skills are practiced by the communication used in the store. Vocabulary is expanded by the discussion of the various items for sale, their use, cost, etc.

C. Fluency

1. This unit provides a great deal of practice material for the stutterer. The students take turns being the buyer and seller. In this way, the focus of attention in the speaking situation is changed, giving the therapist a chance to observe the students ability to adjust to new speaking situations.

IV. PERFORMANCE

A. Discussions

   1. Name the types of stores. Discuss similar stores in the area.
   2. List the types of workers one would find in each store. Discuss the career qualifications for each.

B. Categorizing
   1. Put the correct merchandise in each store
   2. Put the correct worker in each store

C. Money
   1. Learn the value of each coin and bill, and how they are related
   2. Count and make change with the money

D. Role-playing
   1. Set up stores with one student as the store-keeper and the others as customers. Each child will take a turn buying until all items are sold. Students will rotate as the storekeeper.
   2. Evaluation of the role-playing activities by the groups

V. EVALUATION

A. Attitudes shown by students during activities
   1. Interest
   2. Participation

B. Demonstration of knowledge gained in group discussions of previous activities

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

JOANN JONES

PRIMARY

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

KITCHEN SKILLS

CAREER EDUCATION

TITLE: Kitchen Skills

AREA OF CONCERN: To increase awareness and practice in simple concrete work skills related to food service oriented careers

I. OBJECTIVES

A. The child shall upon verbal command of teacher, stir food, pour liquid from pitcher to cup, wipe table, sift flour, and beat eggs with proper utensil and no spilling, to be evaluated on sight by the teacher.

B. The child shall become familiar with a kitchen setting by visiting the school kitchen and observing the activities there.

C. The child shall become familiar with kitchen work skills by visiting the Western Kentucky university food serivce unit on compus.

D. The child shall demonstrate visual and verbal discrimination skills of kitchen utensils by constructing a collage of pictures of kitchen utensils and naming each item cut from magazines to be evaluated by the teacher during the project with each individual student.

II. RESOURCES

A. Food service people to discuss jobs with the children.

B. Common kitchen objects such as spoons, bowls, beaters, sifters, clean rags, cups, pitchers, etc.

C. Foods for simple projects such as jello, eggs, whipped cream, flour, water, Kool Aid, or orange juice

D. Magazine pictures of common kitchen utensils

E. Magazines, poster board, tape recorder, camera

F. Child's record, I'm a Little Teapot

G. Hap Palmer Learning Basic Skills Through Music Vol. 1

III. PERFORMANCE

A. The teacher should set aside a special time of day to present this unit. If possible the lessons should be about 10 to 20 minutes and presented on consecutive days. Concepts of kitchen work skills should start with immediate concrete practice and then progress to more abstract observation of food services, discussions, and activities involving picture recognition of some common kitchen utensils. As much as possible real experiences and real trips should be emphasized.

B. The teacher should have all materials needed ready and set up in the kitchen area of the classroom, if one is available. If not, she should work close to a source of water if possible to facilitate clean up procedures.. Activity B could be assembling the students around a table and explaining that we are going to do some "kitchen work". She would demonstrate how to stir a liquid in a container. (a tasty suggestion would be to make instant cocoa in white milk) After carefully demonstrating how to carefully stir without spilling, each child would be given a paper cup, cocoa, and milk, and the teacher would check with each to see that they could use the spoon to stir properly without spills. Have plenty of clean rags on hand for accidents. Stress the names of all utensils used.

C. This activity would be set up exactly as activity B, except that utensils needed for making Kool Aid would be needed instead. After the teacher mixes the Kool Aid, giving a review on stirring without spills, she will let each child pour a cup of drink from the pitcher.

D. This activity will be devoted to showing the children how to properly clean tables. Storage of cleaning clothes, cleaners, wetting of cloth, wringing out of cloth, and thorough wiping of tables should be demonstrated by the teacher. Then each child should be assigned to help clean all the tables in the room.

E. This activity will be the same as the above except that it will be on sifting flour.

F. This activity will be the same as the above except that it will be on beating eggs.

G. To review all the above skills, the teacher will set up all the equipment used thus far and let children take turns performing the skills and making a tape recording of the sounds of the work activity. Then the children can listen to the recording and guess which work activity they are hearing.

H. The children shall go the school kitchen or food service facility and observe the activities there. Several of the food service workers can show and explain the use of the equipment, especially the simple utensils discussed in the classroom.

I. The children shall discuss the trip to the kitchen and shall look in magazines for pictures of kitchen utensils that they saw on their visit. They shall cut out the pictures and paste them into a collage on a large poster board to be displayed in the classroom. In a group, they shall name each of the utensils.

J. The children shall take a trip to the Western Kentucky University Downing Center Snack Bar. There they will practice getting a cup unaided, and filling the cup from the drink dispensers without spilling. They shall also learn proper use of napkins, trashcans and being generally neat.

K. The children shall visit an activity/learning center constructed by the teacher called Pots and Pans. The center should include many spontaneous experiences of pouring, sifting, and mixing of sand, water, and paint in the sand and water table, picture matching activities of kitchen related objects, and a sorting activity of kitchen utensils.

IV. EVALUATION

A. An important part of evaluating the mentally retarded child's behavior is to check for retention and generalization of learning into the home environment and real life situations. Each activity presented here will be evaluated immediately by sight by the teacher, but after the unit is completed, the teacher should repeat exposure of the skills covered in the first five activities to check for retention. The trips to the kitchen and food service unit should be a check for verbal retention of names of utensils and practice of "not spilling". A third form of evaluation should take place in the home. The teacher should send home a brief note describing the nature and purpose of the unit being taught. Parents should be encouraged to talk to their children about various kitchen utensils and let their children practice using them when possible. The teacher could send a checklist that reads as such:

At home Johnny can perform the following skills:

stirring ________ pouring ________ etc.

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

ELIZABETH GANN

PRIMARY GRADES

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

THE WAY WE GO

OCCUPATIONS

1. Railroad engineer
2. Station agent
3. Pilot
4. Airlines agents

CONSUMER: Career Education

CLUSTER: Transportation

UNIT TITLE: The Way We Go.

RELATED OCCUPATION: Railroad engineer, Station Agent, Pilot, Airlines agents.

GOALS: To identify the different ways a person travels.

I. OBJECTIVES:

1. To name some different ways animals used to get places.
2. To identify animals that help people travel.
3. To describe how people get places.
4. To name how people travel long distances.

II. MATERIALS AND RESOURCES:

Rhythms

Playing Train: Run, Run, Run by Giuseppe Concone, p. 11, Kdg. Bk. (Victor Rhythm Album Two)
Dance of the Moorish Slaves by Giuseppe Verdi.
The Train: Romp In Rhythm by Seatter. The Willis Music Co.
Riding On A Bus: The Knight Of the Hobby Horse by Robert Schumann. (Victor Rhythm Album Three)
The Bus Ride: Romp In Rhythm by Seater. The Willis Music Co.
Playing Airplanes: Running Game by Cornelius Gurlitt, p. 12, Kdg. Bk. (Victor Rhythm Album Two)
Gigue by Arcangelo Corelli, p. 13 Kdg. Bk. (Victor Rhythm Album One)
The Airplane Ride: Romp In Rhythm by Seatter. The Willis Music Co.
Walking: The Little Traveller by A. Gretchanioff, p. 24, kdg. Bk.
Roller Skating: The Reaper's Song by Robert Schumann, p. 32, Kdg. Bk.

Horseback Riding: Hunting Song by Robert Schumann, p. 42, Kdg. Bk. (Victor Rhythm Album One)

Pony: Galloping Horses by Clara Anderson, p. 52 (Victor Rhythm Album One)

Donkey: Presto by Ludwig van Beethoven, p. 53, Kdg. Bk.

The Nodding Donkeys: Romp In Rhythm by Seatter. The Willis Music Co.

Flying Airplanes: Flying Birds by Clara Anderson, p. 106, Kdg. Bk. (Victor Rhythm Album One)

Roller Skating: Skater's Waltz by Waldteufel, p. 134, American Singer.

Galloping: The Wild Horseman by Schumann, p. 128, American Singer.

Airplane by Reinhold, p. 116, American Singer.

B. RECORDINGS

Children's Record Guild and Young People's Records. The Greystore Corporation, 100 Sixth Avenue, New York 13, N. Y.
Visit To My Little Friend   Trains and Planes

Phoebe James Records, Box 134, Pacific Palisades, Calif. Trains, Boats and Harbor.

Childhood Rhythms, Series 1, Ruth Evans, 326 Forest Park Ave., Springfield, Mass. Airplanes, Rowboats, horses, bicycles.

Rhythm Time Records, Vol. 4, P.O. Box 1106, Santa Barbara, Calif. Train.

Estamae MacFarlane Records, 2829 7th Ave., Pueblo, Colorado Album 1. Trucks, trains, rocking horse, donkeys, cowboy, roller skates, tricycles, airplanes.

Bowmar Records, 4921 Santa Monica Blvd., Los Angeles 29, Calif. Record 1551-A. Jet Planes.

C. MUSIC

American Singer Bk. 1.

Be Careful, p. 25, Crossing the Street, p. 25· My Airplane, p. 26· Conductor's Call, p. 26· Transportation, p. 27: Wait for the Wagon, p. 28, The Freight Train, p. 29· Playing Train, p. 30: The Auto, p. 31.

Kindergarten Book

I Am A Big Train, p. 131: Train, p. 132: All Aboard, p. 133: Airplane, p. 134: I'm An Airplane, 134: In A Bus We Come, p. 134: I'd Like To Be, p. 135· Tugboat, p. 135: Watch The Lights, p. 136: Who Will Ride The Bus?, p. 136.

More Singing Fun

Little Airplane, p. 54: Little Old Train, p. 52: Lonely Little Sailboat, p. 2: Ferryboat, p. 6· Over The Deep Blue Sea, p. 1: Bell Buoy, p. 3: Billowing Sails, p. 4: Seashore, p. 7: Faithful Lighthouse, p. 8: Ferryboat Is Coming, p. 9.

Singing Fun

Little Engine, p. 43: A Big Truck, p. 44: My Rocket Ship, p. 45: The Windshield Wiper, p. 46.

Music For Young Americans

When I Am Big, p. 28: Streamline Train, p. 29: Choo Choo, p. 31: I Like A Bike, p. 31: The Big Truck, p. 31: Sailing p. 32; Little Ships, p. 32: Pull The Oars, p. 33: Tugboats, p. 33: The Horn On The Bus, p. 34: Galloping, p. 35: Wait For The Wagon, p. 36.

Music For Early Childhood

Our Windshield Wiper, p. 22: Here Comes The Train, p. 22: Let's Take A Little Trip, p. 23: Busy Trucks, p. 24: The Allee Allee O!, p. 25.

My Picture Book Of Songs

The Motor Boat, p. 19: Tony's Pony, p. 23: Choo! Choo! Choo!, p. 23; I'm A Pilot, p. 49· The Air-O-Plane, p. 49.

Singing Time

Pony Song, p. 42: The Canoe, p. 33; The Sail Boat, p. 32: The Ferry Boat, p. 31: The Row Boat, p. 30: The Train, p. 29: Down By The Station, p. 28.

Songs To Grow On

The Mail Boat, p. 13; I Saw Three Ships, p. 58· Galloping Horses, p. 54; I've Been Working On The Railroad, p. 6 The Rock Island Line, p. 90.

D. STORIES

TITLE	AUTHOR	PUBLISHER
Pony Tales	Watson	Doubleday & Co.
Creeper's Jeep	Gramalky	E.M. Hale & Co.
Little Toot	Gramalky	E.M. Hale & Co.
How Do You Travel	Schlein	Abingdon Press
Whistle For The Train	MacDonald	Doubleday & Co.
The Two Cars	d'Aulaire	Doubleday & Co.
The Pie Wagon	Budd	Lothrop, Lee Shepard
Two Little Trains	Brown	WM.
Little Sea Legs	Barker	E.M. Hale & Co.
This Is A Road	Curren	Follet Publ. Co.
What Can A Horse Do	Crowell	McGraw-Hill
Little Old Automobile	Ets	Viking Press
Mystery Of The Broken Bridge	Friskey	Childrens Press
Perky Little Engine	Friskey	Childrens Press
The Lost Tugboat	Hagner	E.M. Hale & Co.
Loopy	Gramalky	E.M. Hale & Co.
Chuggy & The Blue Caboose	Freeman	E.M. Hale & Co.
The Bosta On The River	Flack	Viking Press
At The Airport	Colonious	Melmont Publ.
Big Book Of Real Boats & Ships	Zoffo	Grosset & Dunlap

TITLE	AUTHOR	PUBLISHER
Sails, Wheels, Wings	Liliethanl	Grosset & Dunlap
Airplane Andy	Tousey	Doubleday & Co.
Little Train	Lenski	Oxford University Press
The Little Sail Boat	Lenski	Oxford University Press
The Little Red Caboose	Potter	Charles Merril
I Like Trains	Wooley	Harper & Company
I Want To be A Train Engineer	Greene	Childrens Press
I Want To Be A Ship Captain	Greene	Childrens Press
I Want To Be A Pilot	Greene	Childrens Press
I Want To Be A Bus Driver	Greene	Childrens Press
The Man, The Boy & The Donkey	Evans	Whitman Company
Jamie And The Dump Truck	Sinnikson	Maxton House
The Noon Balloon	Brown	Harper & Bros.
How Engines Talk	Burleigh	Follet Publ. Co.
ABC of Cars & Trucks	Alexander	Doubleday & Co.
Cloud Hoppers	James	Childrens Press
Piggyback	Burleigh	Follet Publ. Co.
Shoofly	Burleigh	Follet Publ. Co.
The Little Engine That Laughed	Evers	Grosset & Dunlap
The Wonder Book of Trucks	Peters	Wonder Books, Inc.
Wheels and Noises	Elting	Wonder Books, Inc.
The Terrytoon Space Train	Waring	Wonder Books, Inc.
Benjie Engie	Devine	Rand McNally Co.
All Aboard	Conger	Simon & Schuster

TITLE	AUTHOR	PUBLISHERS
Boats	Lachman	Golden Press
Roundabout Train	Wright	Whitman Publ. Co.
The Rattle-Rattle Train	Geis	Wonder Books, Inc.
Away We Go	Harris	Garden City Publ.
Saturday Flight-Saturday Ride	Wright	Cadmus
City Boy, Country Boy	Schlein	Childrens Press
Listen To My Seashell	Steiner	Knopf
How Do You Travel	Schlein	Abingdon Press
The Little Engine That Could	Piper	Platt & Munk
Surprise on Wheels	Friskey	Albert Whitman & Co.
Mike Mulligan And His Steam Shovel	Burton	Houghton-Mifflin
Davy Goes Places	Lenski	Henry Z. Walck, Inc.

FINGER PLAYS

Rhymes For Fingers And Flannelboards — Scott & Thompson — Webster Publ. Co.

Here Is The Engine, p. 20; Railroad Train, p. 20; The Airplane, p. 21; Five Little Sailors, p. 23.

POETRY

Now We Are Six — Milne — Dutton Publ.
The Engineer, p. 42; The Old Sailor, p. 36.

There I No Rhyme For Silver — Merriam — Atheneum Publ.
Flying, p. 17

Let's Say Poetry Together — Rasmussen — Burgess Publ. Co.
Airplane, p. 106; Bus, p. 108; Cars Go Fast, p. 107; Ferry Boats, p. 107; The Jet, p. 110; Motor Cars, 1. 109; Trains, p. 105; Trucks, p. 108.

Time For Poetry Arbuthnot Scott, Foresman & Co.

From A Railway Carriage, p. 72; Trains At Night, p. 72; The Ways of Trains, p. 72; Travel, p. 73; Up In The Air, p. 73; Taking Off, p. 73; Silver Ships, p. 73; Cockpit In The Clouds, p. 74; Boats, p. 74; Ferry Boats, p. 74; Whistles, p. 75; A Sea-Song From The Shore, p. 75; Sea Fever, p. 76; Stop-Go, p. 77; Motor Cars, p. 78; Taxis, p. 78; Moving, p. 78; Roads, p. 80; Travel, p. 82.

Childcraft, Vol. 1 Field Enterprises

Maps, p. 196; Western Wagons, p. 199; Good Green Bus, p. 202; Motor Cars, p. 203; City Streets and Country Roads, p. 204; Country Trucks, p. 205; The Ways of Trains, p. 206; Trains At Night, p. 206; I'd Like To Be A Lighthouse, p. 209; Where Go The Boats?, p. 209; Up In The Air, p. 210; Otherwise, p. 218.

Chora Speaking

Water, p. 15; The Subway Train's Story, p. 6; Clickety-Clack, p. 26, Forced Landing, p. 26; The Train, p. 27; The Freight Train, p. 40; Our Traffic Song, p. 42.

My Poetry Book

Riding In A Motor Boat , Taxis, Travel,
The Locomotive, The Railroad Cars Are Coming,

The Sound Of Poetry

Bridges, p. 160; A Modern Dragon, p. 160; There Are So Many Ways of Going Places, p. 161; B's The Bus, p. 162; Motor Cars, p. 163; Taxis, p. 164; City Streets And Country Roads, p. 165; Roads, p. 166; Song Of The Train, p. 166; Wings And Wheels, p. 168; Passenger Train, p. 169; The Ways Of Trains, p. 170; Trains, p. 171; Engine, p. 172; The Dirigible, p. 173; The Old And The New, p. 175; Space Travel, p. 177; Ferry Boats, p. 178; I'd Like To Be A Lighthouse, p. 179; Ships, p. 179.

Poems

Skyscrapers, p. 18; Motor Cars, p. 18; Taxis, p. 19; Whistles, p. 22; Boats, p. 22; I'd Like To Be A Lighthouse, p. 23; Ferry Boats, p. 23; Fog, p. 23; From A Railway Carriage, p. 24; Trains, p. 25; Taking Off, p. 25.

Games

Music For Early Childhood

Who's That Knocking At My Door, p. 14; The Old Brass Wagon, p. 64; Willowbee, p. 65.

Physical Education For The
Elementary School, Bulletin 73

Stop And Go, p. 23; Parachute Landing, p. 24; Bicycling, p. 25; Johnny Over TheWater p. 59.

Play Activities For
Elementary Grades

Traveling, p. 38; Automobile Relay, p. 78; Over The Waves, p. 95; Locomotive, p. 115.

III. ACTIVITY PERIOD

1. Collect Pictures from the children for a class scrapbook on the various forms of travel.

2. Suggest Children bring toys from home to show the different ways to travel. Let children tell about them.

3. Engage in playing train. Choose an engineer conductor, passengers. Have children make tickets, money food, etc. to be used on the trip.

4. Use crayons or paint to make a frieze about the differnet modes of travel. Paint in the background using land, air, and water. Let the children cut and color various modes of travel and attach to the frieze in the proper place; include air, land, and water.

5. Color pictures of the differnet animals used in travel.

6. Allow children to paint and color pictures of trips they have taken.

7. Model animals from clay. These can be animals that help us in moving from place to place. These can be painted when dry. Plasticine may also be used in this way.

8. Draw pictures of vehicles that help us travel.

9. Take an excursion to the station and watch the train come in. If an appointment is made ahead of time, and time reserved, an employee will show the children around the station and the train.

10. If possible, take a train ride. It may be best to go by car one way and return by train. This is an excellent time to have a tour of the train and actually see workmen at their jobs.

11. After children have had a ride on the train they will want to draw and paint pictures of this experience.

12. An excursion to the bus depot is also advised. They enjoy seeing a bus being loaded with baggage and passengers. Some bus companies take the children back to school in a larbe bus so they have the experience of riding on one.

13. Encourage a visit from the Safety Patrol Officer telling about bike safety.

IV. EVALUATION: Observe that each child can name 3 ways that an animal moves from place to place, how people move from place to place.

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

ELIZABETH GANN

PRIMARY GRADES

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

THE SEASON AND YOU

OCCUPATIONS

1. Weather bureau workers
2. Broadcasters
3. Airport weatherman

CONSUMER: Career Education

CLUSTER: Public Service Occupation

UNIT TITLE: The Season and You

RELATED OCCUPATION: Weather bureau workers, broadcasters, airport weather man.

GOALS: To identify the relationship between weather and the types of clothes we wear.

I. OBJECTIVES:

1. To name the four seasons and when each begins and ends.
2. To distinguish the difference between the four seasons and what we would wear in each season.
3. To construct a model of clothing we would wear when given a certain weather forecast.

II. MATERIAL AND RESOURCES:

People: Weather bureau workers, TV Broadcasters, radio Broadcasters, TV Stations, Radio Stations, Airport, Western Kentucky University Farm.

A. SONGS:

The Kindergarten Book

Like 4 Leaf, p. 97; Spit, Spat, Spatter, p. 97; The Wind Is Singing, p. 99; The Leaves, p. 99; Down, Down, p. 100; Busy, Buzzy Bee, p. 107; My Pretty Butterfly, p. 108; Little Bug, p. 109.

Music For Early Chilhood

The Woodpecker, p. 6; Little Wind, p. 7; April, p. 7; Little Redbird in The Tree, p. 9.

Singing Time

Spring Song, p. 10; Sing O Sing, p. 11; A Story Of Four Little Birds, p. 12; The Robin, p. 22; Swing Song, p. 37; Rain Song, p. 38; The Little Bunny, p. 39.

My Picture Book of Songs

Skating, p. 11; My Kite, p. 45; The March Wind, p. 45; Easter Morning, p. 51; Fluffy Bunny, p. 51; Pitter Pat, p. 53; Little Drippy Drops, p. 53; The Bumble Bee, p. 55; Pretty May Flowers, p. 55; Sunshine, p. 57; Clouds, p. 59.

More Singing Fun

Spring Is On Its Way, p. 40; Springtime Story, p. 41; Whirlwind, p. 42; Four Robins, p. 43; Fly, Kite, Fly, p. 44; Five Kites, p. 46; Little Bird, p. 48; Little White Cloud, p. 49; Easter Music, p. 50; An Easter Basket, p. 51.

The American Singer, Book 1

Roller Skating, p. 135; My May Basket, p. 66; It's Easter Today, p. 67; A Rainy Day, p. 39; March, p. 40; Spring Is Here, p. 41; April, p. 12; Pussy Willow, p. 43; It's Rainging, p. 44; Working, p. 45; Planting My Garden, p. 46; The Robin's Call, p. 47; Our Garden, p. 47; Blackbirds, p. 48; The Bluebird, p. 48; The Little Bird, p. 50; Wading, p. 51; The Robin, p. 52; The Oriole, p. 54.

Singing Fun

Easter Bunny, p. 29; A Green Frog, p. 30; My Easter Bonnet p. 31; Pussy Willow, p. 32; Little Seeds, p. 33; Springtime, p. 34.

Happy Songs For Happy Children

Raining, p. 24; Rubber Boots, p. 23; Birdies And Apple Blossoms, p. 19; My Paraso., p. 5; April Showers, p. 16; The Bouquet, p. 14; Teeter Totter, p. 14; The Swing, p. 13; Guess, p. 26; Pansies, p. 27; The Merry Wind, p. 26.

B. SONGS & RHYTHMS

ABC Music Series, published by the American Book Co. Leaves, p. 42 also The Shivers, p. 44.

More Singing Fun, published by Webster Publ. Co. Autumn Is Here p. 10, also Autumn Leaves, p. 11.

The Kindergarten Book, Ginn & Co. The Leaves, p. 99 also Down, Down, p. 100.

The Snowman, p. 6, Music For Early Childhood, New Music Horizons Series, Mr. Snowman, p. 37, The Sleigh Ride, p. 37, My Picture Book Of Songs, Dalton, Ashton, Young, M.A. Donohue.

In The Merry Springtime, p. 3; Spring, p. 4; Good News, p. 5; Little Bluebird, p. 6; Nest, p. 6, More Happy Songs For Happy Children, Meta Siebold, G. Schirmer, Inc.

Hopping, p. 28; Mother Dear, p. 23; The Rainbow, p. 21; On The Grass, p. 21, More Happy Songs For Happy Children, Meta Siebold, G. Schirmer, Inc.

My Pretty Butterfly, p. 108; Little Bug, p. 109 ; Cricket, p. 109; A Bird In A Pear Tree, p. 105; The Kindergarten Book, Ginn & Co. Flying Birds, p. 106, Kindergarten Book, Ginn & Co.

C. RHYTHMS

The Kindergarten Book

Running and Hopping like a robin, p. 10 and 11.
Making hands or feet patter like rain, p. 11.
Skipping to the garden to pick flowers, p. 13, Gigue.
Dancing raindrops. Happy and Light. Grom "Bohemian Girl", p. 14.
Hopping like rabbits. Skip, p. 15 (Victor Rhythm Album One).
Pedaling bikes: Sicilienne. From "Armide", p. 16.
Bouncing Ball: Dance It Merrily, p. 17.
Swinging: Waltz, p. 31. Roller Skating (The Reaper's Song), p. 32.
Hopping like bunnies: "The Rabbit", Gounod, p. 92.

Birds in flight: (Voglein), p. 107
Buzzing Bees: The Bee, Schubert (Victor Listening Album Three)
Flying like butterflies: Papillons No. 8 (Victor Rhythm Album Three).

Music For Early Childhood

Bouncing Balls, p. 38; Skipping Merrily, p. 38

Happy Songs For Happy Children

Out Walking, p. 30; The Swing, p. 13; Teeter-Totter, p. 14; The Bouquet, p. 14; April Showers, p. 16; The Fairies, p. 11.

Romp In Rhythm

Walk To Church, p. 32; Easter Skip, p. 34; Waddling Ducks In Spring, p. 36; Dance Of the Breezes, p. 38; Spring Winds, p. 40; Rain, p. 41; Sunbeams, p. 42; The Posy Dance, p. 44; Fairy Dance, p. 46.

Games - Rhythms - Dances

This Is The Way, p. 4; Planting A Garden, p. 40; The Wind, p. 39.

D. POETRY

Childcraft Vol. 1

The Winter Is Past, p. 54; Spring Wind, p. 55; Spring Morning, p. 56; The Year's At The Spring, p. 57; Barefoot Days, p. 58; March, p. 66; April, p. 66; May Morning, p. 67; Rain, Rain, Go Away, p. 89; Rain, p. 89; The Umbrella Brigade, p. 91; Rain In The Night, p. 92; Singing, p. 93; Drums Of The Rain, p. 93; In Time Of Silver Rain, p. 94; The Woodpecker, p. 120; Trees, p. 122; Dandelions, p. 125.

Let's Say Poetry Together

April First, p. 99; Return of Birds, p. 99; Winds, p. 99; Spring Signs Out, p. 100; May Day, p. 101; Merry Sunshine, p. 103.

The Sound Of Poetry

The Seasons, p. 306; Directions, p. 306; Daffodils, p. 306; Daffadowndilly, p. 307; How The Flowers Grow, p. 307; Little Grey Pussy, p. 308; City Rain, p. 309; In Time Of Silver Rain, p. 310; It is Raining, p. 311; 'Rain, p. 312; Who Is Tapping At My Window, p. 313; Down The Rain Falls, p. 314; Rain Riders, p. 314; Very Lovely, p. 315; Rain, Rain, Go Away, p. 315; The Rainbow, p. 316; The Winter Is Past, p. 317; March Winds, p. 317; The Merry Month Of March, p. 317; The Coming of Spring, p. 318; April, p. 319; A Summer Morning, p. 319.

Everything And Anything

Clouds, p. 11; The Storm, p. 23; Early, p. 35; The Rain, p. 67; Brooms, p. 73; The Sprinkler, p. 93; The Puffer, p. 97; Skipping Rope, p. 99.

Poem

My Kite, p. 20; Brooms, p. 30; Rain, p. 30; Spring Rain, p. 31; Mr. Rabbit, p. 35.

One Thousand Poems For Children

My Garden, p. 67; Happy Thought, p. 67; The Secrets Of Our Garden, p. 68; The Gardner, p. 69; The Swing, p. 73; The Robin, p. 107; Sir Robin, p. 107; Bob White, p. 108; The Brown Thrush, p. 109; Song Of The Chickadee, p. 109; The Bluebird, p. 111; The Humming Bird, p. 11; The Swallow, p. 112; Green Tings Growing, p. 121; Jack-In-The Pulpit, p. 131.

Sing-A-Round

Kites Flying, p. 19; Chickadee, p. 81.

E. STORIES

Jonathan And The Rainbow	Blanck	Joughton-Mifflin Co.
Hi, Mister Robin	Tresselt	Lothrop, Lee & Shepard
The Round Robin	Holland	T.S. Denison & Co.
Rain Drop Splash	Tresselt	Lothrop, Lee & Shepard
Green Is For Growing	Lubell	Charles Scibner's Sons
The Storm Book	Zolotow	Harper & Bros.
Please Pass The Grass	Adelson	David McKay & Co.
Pussy Willow	Brown	Simon & Schuster
The White Bunny And His Magic Nose	Duplaix	Simon & Schuster

My Bunny Book	Cross	Garden City Books
Joe The Bluejay And Carl The Cardinal	Dugo	E.M. Hale & Co.
Johnny And The Birds	Munn	Rand McNall Publ.
Funny Bunny	Learnard	Simon & Schuster
A Tree Is Nice	Janice Udry	Harper Bros.
All Ready For Winter	Leone Adelson	David McKay & Co.
Three Smart Squirrels	Margaret Friskey	David McKay & Co.
Follow The Fall	Maxine Kumen	C.P. Putman's Sons
Squeaky, The Squirrels	Gene Darby	Benefic Press
A Tree Is Nice	Udry	Harper & Bros.
Easter	Wiese	E.M. Hale & Co.
Wonders Of Nature	Watson	Golden Press
Easter Kitten	Konkle	Childrens Press
My Hopping Bunny	Bright	Doubleday & Co.
The Golden Egg Book	Brown	Simon & Schuster
The Easter Bunny That Overslept	Friedrich	Lothrop, Lee & Shepard
I Like Butterflies	Conklin	Holiday House
Umbrella	Yashima	Viking Press
Story Telling With The Flannel Board	Anderson	T.S. Denison & Co.

The April Calendar, p. 144; The Child Who Found Easter, p. 193; The Lavender Bunny, p. 199; A Spring Story, p. 241.

Autumn Harvest — Tresselt — Lothrop

"A recreation of all the sights, sounds, and smells of a beautiful fall season."

Big Snow — Hader — Macmillan

"Story of the little old man and woman who lived in the only house on the hillside and how, during the long winter they put out pans of food for the animals."

A Tree Is Nice — Udry — Harper

"The Author sets forth reasons why trees are nice to have around.

Johnny Maple Leaf — Tresselt — Lothrop

"The story of a little maple leaf and its life through the cycle of the seasons."

White Snow, Bright Snow — Tresselt — Lothrop

"From the first smell of snow in the air to the frost ferns on the window pane, the magical beauty of snowfall is described."

White Snow - Bright Snow	Tresslet	Lothrop, Lee, Shepard Co.

"Everybody said that it looked like snow - the postman, the policeman, even the rabbit knew it would snow. Then, when everybody was asleep it stopped. Everything was covered with many inches of snow. After the big snow was over, everyone looked for the first signs of spring.

All Falling Down	Gene Zion	E.M. Hale & Co.
Now It's Fall	Fois Lenski	Oxford Univ. Press
Autumn Harvest	Alvin Tresselt	Lothrop, Lee & Shepard
All Ready For Winter	Leone Adelson	E.M. Hale & Co.
Hurry, Skurry & Flurry	Mary Buff	Viking Press
Come Summer Come Winter	Terry Shannon	Albert Whitman & Co.
When Winter Comes	Charles Fox	Reilly & Lee Co.
All Ready For Winter	Leone Adelson	David McKay Co.
The True Book Of Little Eskimos	Donalda Copeland	Childrens Press
A Dog Team For Ongluk	Terry Shannon	Melmont Publ.
Pussy Willow	Margaret Brown	Big Golden Book
Around The Year	Tasha Tudor	Oxford Univ. Press
Rain	Virginia Parsons	Doubleday & Co.
The Little Duck Who Loved The Rain	Peter Mablie	Follett Publ. Co.
The Round Robin	Joyce Holland	T.S. Denison & Co. Inc.
The Good Tain	Alice Goudey	Alladin Books
Mother's Day	Reck & Fichter	Melmont Publ.
The Wonder Book Of Birds	Cynthia Koehler	Wonder Books
Johnny And The Birds	Ian Munn	Rand McNally & Co.
The Runaway Baby Bird	Marguerite Walters	Wonder Books
I See The Sky	Ann Peters	Wonder Books
Little Duckling	Helen Wing	Rand McNally
The Littlest Rabbit	Robert Kraus	Harper Bros.
Becky, The Rabbit	Gene Darby	Benefic Press
The Good Rain	Alice Goudey	Alladin Books
Seven Diving Ducks	Margaret Friskey	E.M. Hale & Co.
The Duck	Margaret Brown	Harper & Bros.
Please Pass The Grass	Leone Adelson	David McKay Co.
Willie Waddle	Katherine Carter	The Steck Co.
I Like Butterflies	Gladys Conklin	Holiday House
Joe The Bluejay And Carl The Cardinal	Andre Dugo	E.M. Hale & Co.
Casper The Caterpillar	Celeste Foster	T.S. Denison & Co.
Johnny And The Monarch	Margaret Friskey	E.M. Hale & Co.
The Flower	Mary Downer	Young Scott
Night And Day	Margaret Brown	E.M. Hale & Co.
The Carrot Seed	Ruth Krauss	Harper & Bros.
It's Night	Phyllis Rownad	E.M. Hale & Co.

Fast Is Not A Ladybug	Miriam Schlein	E. M. Hale & Co.
Wake Up, Farm	Alvin Tresselt	Lothrop, Lee & Shepard
The True Book Of Birds	Margaret Friskey	Childrens Press
Sounds of A Summer Night	May Garelick	William R. Scott
Maui's Summer	Arnold Bare	E. M. Hale & Co.
The Tadpole	Marjorie Flack	Doubleday & Co.
I Like Butterflies	Gladys Conklin	Holiday House
Willie Waddle	Katherine Carter	The Steck Co.
Good Bye Thunderstorm	Dorothy Marino	J. B. Lippinoott Co.

F. GAME

Bunny Bunny

Children are seated in a circle. One child is chosen to be the bunny. He holds two fingers up to his ears for rabbit ears and hops around the circle and stops at one of his friends. He says to his friend: "Bunny, bunny how's your neighbor?" The child replies: "I don't know but I'll go see." He continues hopping around the circle until he comes to another child and asks the same question.

Review: Dog And Bone; Farmer In The Dell; Animal Story; Lost Child. Play activities for elementary grades, published by C. V. Mosby Co., This Is My Nose, p. 10.

G. FINGER PLAYS

Rhymes For Fingers and Flannelboards

Making Kites, p. 124; The Wind, p. 125; Raindrops, p. 125; The Rain, p. 125; Yellow Daffodil, p. 126; Relaxing Flowers, p. 126; Purple Violets, p. 126; Daisy Clocks, p. 127; Flowers, p. 127; Pretending, p. 128; Five Little May Baskets, p. 128.

Rhymes For Fingers and Flannelboards, Louise Scott & J. J. Thompson, Published by Webster Publ. Co.

Let's Say Poetry Together, Carrie Rasmussen, Burgess Publishing Co.

Apple Song, p. 81; Autumn Fancies, p. 81; Baby Sees, p. 78; Jack Frost, p. 80; Autumn Fires, p. 95; Fall, p. 96; Fresh October, p. 93; Noth Wind Doth Blow, p. 95; What The Leaves Said, p. 94; Jack Frost, p. 98.

Time For Poetry, May Arbuthnot, Scott, Forseman & Co.

Winter Night, p. 176: Stopping By Woods On A Snowy Evening, p. 176: Velvet Shoes, p. 177: Winter Night, p. 177: Waiting, p. 177.

The Sound Of Poetry, Austin & Mills, Allyn & Bacon, Inc.

Falling Snow, p. 336: The Snowman's Resolution, p. 337: Crumbs, p. 66: The Snow Bird, p. 63: Poor Robin, p. 62: A Story In The Snow: p, 63.

Rhymes For Fingers and Flannelboards, Louise Scott & J.J. Thompson,
Webster Publishing Co.

What the Animals Do, p. 88: Five Little Squirrels, p. 88: Squirrel In A Tree, p. 89: Where Are The Baby Mice?, p. 89: Sleepy Caterpillars p. 91: Eeency Weency Spider, p. 91.

The Seasons, p. 306: Directions, p. 306: Daffodils, p. 306: How The Flowers Grow, p. 307: Little Gray Pussy, 308: City Rain, 309: In Time Of Silver Rain, p. 310: It Is Raining, p. 311: Rain, p. 312: Down The Rain Falls, p. 314: Rain, Rain, Go Away, p. 315: The Rainbow, p. 316: The Coming Of Spring, p. 318: April, p. 319.

III. ACTIVITIES:

1. Look for signs of the seasons and list what happen in each seasons.
2. Prepare a science table and collect things that are related to each seasons.
3. Talk about how nature prepares for each season. (flowers, seeds, birds, animals, etc.)
4. Collect pictures of different clothes that are worn during the four seasons to make a scrape book of these.
5. Talk about how we get ready for winter by putting in storm windows, rake leaves, getting car ready, etc.
6. Watch the snow and observe the shapes of the flakes.
7. Talk about the thermoneter and show how the temperature changes.
8. Discuss the springtime: Signs of spring: what happens in the spring.
9. Talk about what is happening to the trees in spring.
10. Talk about the spring flowers.
11. Talk about the things children do in the summer.
12. Discuss what we do in the summer that is different from any other time of the year.
13. Trips to the TV station to see weather forecaster.
14. Trip to airport to see their equipment for weather.

IV. EVALUATION: Observe that each child can tell the four seasons, how each season differ from the others and what we would wear in each season.

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

JOANN JONES
TEENAGE PARENTS PROGRAM

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
KITCHEN MANAGER

OCCUPATIONS

1. Busboy or girl
2. Cook
3. Dishwasher
4. Servers
5. Baker
6. Purchaser
7. Nutritional planner

CAREER EDUCATION

TITLE: Kitchen Manager

AREA OF CONCERN: To make students aware of the various jobs necessary in the producation of commercial foods

I. OBJECTIVES

A. Students recognize each worker and what his responsibilities are in the preparation of commercial foods.

B. Students realize that opportunities are available for them in this field.

C. Students realize that different types of specializes training are required for certain jobs in the preparation and serving of foods in commercial establishments.

D. Students become aware of the importance of each workers job.

II. RESOURCES

A. Pamphlets

B. Booklets

C. Brochures

D. Posters

E. Films

F. Filmstrips

G. Guest Speakers

    1. Home economist--WRECC
    2. Home economist--Municipal Utilities
    3. School Nurse
    4. Nutritionist

H. Places

    1. WRECC

    2. Municipal Utilities
    3. Vocational School
    4. Headstart Program
    5. Day Care Center
    6. Restaurant

I. Recipe books

J. School menus

III. PERFORMANCE

A. Discuss and learn the four basic food groups

B. Read labels on canned goods and packages to determine the nutritional value of certain foods

C. Compare prices and quality of different brands of foods

D. Make field trips

    1. WRECC
    2. Area Vocational Schools
    3. Headstart Program
    4. Day Care Center
    5. Restaurant
    6. Grocery store
    7. Municipal Utilities

E. Learn titles of each worker and the job done by each

F. Investigate salaries earned by each worker

G. Write letter of application for the vocational training program

H. Discuss nutritional planning of various diets

I. Read and discuss daily menus from local schools

J. Plan a menu for a family of four

K. Discuss recipes

L. Select a recipe to be prepared at home and submitted to the class

M. Discuss the necessity of cleanliness in food preparation

N. View commercial kitchens during and after food preparation

O. Interview various workers about their jobs and like and dislikes about the jobs

P. Observe the serving of food in commercial establishments

Q. Plan a meal for the class with each student preparing one item

R. Interview home economist to determine how she can help a kitchen manager or those responsible for the preparation of food

S. Learn how food is utilized by the body for good health

T. Investigate the storage and preservation of foods

IV. EVALUATION

A. Teach--observation

B. Notebook compiled by student of various brochures, pamphlets, and handouts collected from field trips and guest speakers

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

JOANN JONES
TEENAGE PARENTS PROGRAM

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
PUBLIC HEALTH SERVICE OCCUPATIONS

OCCUPATIONS

1. Clinic Adminstrator
2. X-ray technician
3. Physician
4. Home health aide
5. Nurse
6. Nurse's aide
7. Dental hygienist
8. Nutritionist
9. Clerical helper
10. Medical technician
11. Ambulance driver
12. Health educator

CAREER EDUCATION

TITLE: Public Health Service Occupations

AREA OF CONCERN: To explore the public health services available in our community

I. OBJECTIVES

- A. Students indicate an understanding of each worker's responsibilities
- B. Students realize the necessity of each worker in the community
- C. Studnets recognize each worker and his place in the overall health care program of a community
- D. Students realize that opportunities are available for them to enter these fields of endeavor
- E. Students become aware of the services available for them and their families
- F. Students become aware of the various stages of his own physical development and what services are applicable at certain stages of development

II. RESOURCES

- A. Pamphlets
- B. Booklets
- C. Brochures from School of Nursing WKU
- D. Posters
- E. Films
- F. Filmstrips
- G. Guest Speakers
  - 1. Family planning nurse practioner

    2. School nurse
    3. Home health care nurse
    4. Public health nurse
    5. Dental hygienist WKU
    6. Nutritionist from Health Department
  H. Places
    1. Comprehensive Family Services
    2. B. G.--Warren Co. Health Department
    3. B. G.--Warren Co. Hospital
    4. Western Kentucky University
    5. Area Vocational School
  I. Newspapers
  J. Menus from Jr. High, High School, Headstart Program, Day Care Center

III. PERFORMANCE

  A. Make field trips
    1. Comprehensive Family Services
    2. Health Department
    3. B. G.--Warren Co. Hospital
    4. Western Kentucky University
    5. Area Vocational School
  B. Learn titles of each worker and the services rendered by each
  C. Make application for a job in public health
  D. Role play the activities of each job
  E. Investigate salaries of each job
  F. Have blood type run and watch technician analyze
  G. Submit urine specimen for analysis and watch technician

H. Interview clinic administrator for the services available

I. Write letter asking for information on services

J. Investigate fringe benefits involved in each job

K. Discuss how each job is essential to the health care of the community

L. Discuss nutritional planning of regular diets and special diets with the nutritionist

M. Participate in dental clinic by having dental cleaning, x-rays, and stanous fluoride treatment done

N. Survey various menus submitted from commercial food preparers

O. View the interior of an ambulance and interview the paramedic on the educational requirements for his job

P. Prepare menus for various age groups

Q. Observe the serving of food in various educational establishments

R. Investigate the vocational trades related to public health taught through the area schools

S. Discuss educational requirements for various jobs in public health

T. Interview various workers about their jobs and likes and dislikes about the jobs

U. Read classified ads in local newspaper

IV. EVALUATION

A. Teacher Observation

B. Notebook compiled by student of various brochures, pamphlets, and handouts collected from field trips and guest speakers

CAREER
EDUCATION

CONTRIBUTING
TEACHER:

ATKINSON
SIXTH GRADE

CLUSTER:
PUBLIC SERVICE

ORGANIZING CENTER:
MARKETING AND BUYING

OCCUPATIONS

1. Store buyer
2. Stock clerk

CAREER EDUCATION

TITLE: Marketing and Buying

I. OBJECTIVE

A. Pupils are to become aware of the process of buying and selling, the use of a checking account, and the importance of being conservative.

II. RESOURCES

A. Library

B. Television

C. Newspaper

III. CONTENT

A. Math

1. Writing checks
2. Balancing checkbook
3. Comparing quality of articles against cost

B. Social Studies

1. Study of raw materials from which articles are made and the sources of them

C. Language Arts

1. Writing business letters

IV. PERFORMANCE

A. Interview a businessman

B. Visit a store or bank

C. Display comparison items on bulletin board

V. EVALUATION

CAREER

EDUCATION

CONTRIBUTING

TEACHER:

ATKINSON

SIXTH GRADE

CLUSTER:

PUBLIC SERVICE

ORGANIZING CENTER:

OUR ENVIRONMENT

OCCUPATIONS

1. Home Economists
2. Host or Hostess
3. Waiter or Waitress

CAREER EDUCATION

TITLE: Our Environment

I. OBJECTIVE

- A. That each pupil will learn and practice good manners and recognize the need in our everyday environment.

II. RESOURCES

- A. Films
  - 1. "Learning to be Your Best Self"
  - 2. "Learning to be Responsible"
  - 3. "Learning What Giving is all About"
- B. Home Economist
- C. Newspaper
- D. Library

III. CONTENT

- A. Health
  - 1. How to dress
- B. Language Arts
  - 1. Writing invitations
- C. Math
  - 1. Computations in spending and budgeting
- D. Social Studies
  - 1. Study of geography
  - 2. Transportation and its effect on production and cost
- E. Science
  - 1. Environmental information in relation to buying

IV. PERFORMANCE

A. Serving as host or hostess at lunch

B. Being guest at lunch

C. Learning proper table setting

D. Using good manners

PROJECT PEOPLE

Career Education REVIEW

CAREER
EDUCATION
in the
Bowling Green,
Kentucky
City Schools

April-May, 1978

HEALTH CAREERS NEWS

Bowling Green High School senior, Betty Jo Phillips, represented Kentucky at the first National Convention of the Health Occupations Students of America in Oklahoma City, April 27-30. Five hundred Health Occupations Students from fourteen states attended.

Miss Phillips is president of the newly chartered Kentucky Chapter of H.O.S.A. and heads the Bowling Green High School Chapter of Ky.-HOSA.

The Health Careers students of Bowling Green High School earned money to send the president to the convention. Miss Phillips will serve as Kentucky president through the 1978-79 school year.

The organizations, at both the state and national level, were formed to foster leadership and dialogue among students preparing for services in the health field. The groups serve both secondary and post-secondary students.

The next national convention will be held in Oregon in June, 1979.

In addition to Miss Phillips, four students from Elizabethtown Vocational School attended the convention. State Advisors, Ronna Lee Hunter, Bowling Green High School and Jim Wetzel, Elizabethtown accompanied the students. Also attending from Kentucky were, Ann Vescie, Health and Personal Services Unit Director, Vocational Education; Dr. Norma Jean Schira, Western Kentucky University and Dr. Wilma Gillespie, University of Louisville and Myrna Watts, Meade County Vocational School.

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EC 112967

CAREER EDUCATION AT L.C. CURRY SCHOOL

During the last weeks of school, the students and teachers at L.C. Curry have been way busy. Some of their activities are:

Mrs. McGown's second grade has finished a unit on plants. They visited W.K.U.'s greenhouse where they saw a pineapple tree and a "sensitive plant." Each student received a petunia plant to take home.

In Mrs. Richardson's first grade room the students have been studying a unit on Marine Science. The highlight of the unit was Mr. Whittinghill's visit and his presentation of underwater slides.

Mr. Carl Rodgers, of the Mammoth Cave Job Corp, came to visit Ms. Sharer's second grade class. He demonstrated how to Macrame and let the students assist in making a wall-hanging owl. Seeing all the arts and crafts he brought was most enjoyable.

Mrs. Burns' first grade have enjoyed learning about the postman. Mr. Dexter Crawford welcomed them to the post office where they mailed letters they had written. They are sharing the trip with others through the pictures they have made and hung in the hall.

They also have enjoyed their doll unit from the Kentucky Traveling Museum. They learned about doll history, doll makers, and each made a clothes pin doll.

****

BOWLING GREEN HIGH STUDENTS WIN

The Vocational Industrial Clubs of America sponsor an annual Skill Olympics and Leadership Conference. The Regional level Skill Olympics in Industrial Electricity, Auto Mechanics, Graphic Arts and Small Engine Repair was hosted by Bowling Green High School on April 12, 1978. The first place winners of these contests represented Vocational Education Region IV at the State Skill Olympics at London, Kentucky on April 21, 1978.

Two Bowling Green High School students participated in the State Skill Olympics. They were Rickey Crosby–Small Engine Repair and Brian Pruitt–Graphic Arts. Bowling Green High is extremely proud of these young men since they both won first place in their respective state contests and will represent the Commonwealth of Kentucky at the National VICA Skill Olympics to be held at Birmingham, Alabama, on June 27-30.

The Regional Leadership Conference was held at the Bowling Green Area Vocational School on April 10-11. Bowling Green's High's Small Engine Repair Class won first place in Display and Tim Gossion won first place in Extemporaneous Speaking. Tim represented Vocational Education Region IV at the State Leadership Conference at Lexington, Kentucky on May 1-3.

****

ALOHA FROM HAWAII ......

The L.C. Curry kindergartens have made a delightful study of work in Hawaii–from lei making, pineapple and sugar farming, coconut and orchid growing to surfing, pearl diving, volcanoe watching and dancing. Mrs. Romanza Johnson has been showing, cooking, and offering for tasting many Hawaiian foods. The students plan a trip to the florist to see Mrs. Carol Houk growing orchids. Mrs. Peggy Runner is student teaching and assisting with the unit.

****

BOWLING GREEN TEACHERS OBSERVE CAREER EDUCATION PROGRAM IN BEATTYVILLE:

Fifteen Bowling Green teachers recently enjoyed a visit to observe Career Education in action at Southside Elementary School in Lee County. They were impressed with the variety of activities and the way the staff joined forces to accomplish many things. Eight county school systems are working together, writing career units which they teach, then re-write for ultimate improvements according to their seven objectives–career-wise and academically. Each grade level displayed superior work and the students radiated interest and enthusiasm in their work.

****

STUDENTS HAVE GREEN THUMBS

The first grade classes at T.C. Cherry and their teachers Mrs. Hewitt, Mrs. Gott, and Miss Taylor have been engaged in a unit on plants for several weeks. They have planted seeds and now have growing plants in their classrooms. Mr. Blakey Hayes, from the Royal Barn, came and talked to the students. He brought various plants with him and explained methods of planting and caring for them.

The students visited W.K.U.'s Greenhouse where Dr. Cline, of the Agriculture Department, told them many interesting things about the plants there.

****

JUNIOR HIGH STUDENTS VISIT MAMOTH GARMENT COMPANY:

On April 25th, the ninth grade Junior High Vocational Home Economics classes traveled to Cave City to tour the Mommoth Garmet Company. The students observed the cutting, marking, construction and labeling of Washington Dee Cee work clothes and jeans. Observation of working conditions and pressures of production line assembly were also noted.

Supervisor and floor employees were very courteous in answering questions and explaining details.

****

STUDENTS STUDY DRUG ABUSE

Mrs. Shirley Holland's Junior High Science class in Pluto satellite has been studying the positive aspects of drug use. Many occupations involve a working knowledge of drugs. The students have done some research made bulletin boards, and interviewed people about their careers. Their guests have included the following:

Bernie Cox of the police department

Betty Jo Phillips and Joe McCarty, high school students taking part in the Health Careers Class at the high school. They showed slides.

Dr. Green, a psychiatrist from the comprehensive care center

Mr. Richard Mayes visited from Arch L. Heady-Johnson Funeral Home. He is a licensed funeral director and answered so may thoughtful questions that the class is planning a field trip as a follow-up.

Detective Fred Lancaster of the police department

Mr. Jim Nicks, a pharmacist

The class interest is high and they are looking for other people to interview. This activity prompted a drug-use survey of all eighth graders. The students are tabulating the results and hope to publish the results in the school paper, THE PURPLE SPIRIT.

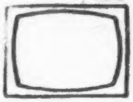
The Junior High Special and Practical Arts teachers, along with the librarian, Mrs. Carol Law, are using the Media Center to do an in-depth survey of the career materials available - either in the library or available to be ordered and used to further Career Education at the Junior High.

****

A CAREER IN TELEVISION

The sixth-graders at McNeill School recently chose make-believe careers for themselves in the field of TV. As an out-growth of a selection about television in a basal reader, students explored further through filmstrips, library research on the career each person chose, and an interview with a representative of Western's TV department.

Probably the most enjoyable parts of the unit, however, were the field trip to tour Western's TV studios where everyone had an opportunity to be a cameraman or camerawoman, and the conference telephone interview with Chris Clark, WTVF, Nashville.



Among many other things that were learned, most of the class was surprised at the number of people involved that they had not known about before. They especially appreciated their student teacher, Miss Melanie Waldrop, who planned the unit.

****

JOB OCCUPATIONS

The second level Title One Reading students under Mrs. Solzman's direction at Parker-Bennett School have just completed an interesing Career Education unit. The students were asked to choose a future career, and those studied were taken from this list. Mrs. Linda Rush, R.N., told the students many things about nursing when she visited in the classroom. Mrs. Lockwood, the Parker-Bennett secretary, and Mrs. Nahm, school librarian, were interviewed about their jobs. To the students, typing their own names was a fascinating activity in this part of the unit. Lastly, they enjoyed a trip to Garretts Big Star and interviewed the butchers and the store manager. The students were amazed to see the meat department workers grinding hamburger and cutting large pieces of beef. Also, Mr. Garrett gave everyone in the group a nice treat. Learning new vocabulary words and composing their own "thank you" notes were important reading aspects of the unit.

****

THE DENTIST

The fourth grade class of Mrs. Ford at L.C. Curry has been studying a unit on "The Dentist" and job opportunities in that field of work.

Some of the activities they have enjoyed are an interview with Mrs. Francis Davis, school Counselor, about teeth problems, an interesting talk by Mrs. Griffin of the school's Health Service, and a most interesting tour of Western's Dental Clinic, led by Mrs. Lawson, a Dental Hygienist.

A "Tooth Talk" display hangs in the hall created by the children. This was the tooth created in their art class with the help of the art teacher, Mrs. Marshall.

****

FUTURE ASTROMERS OR ASTRONAUTS?

Much interest is being generated in the science unit which the first grade boys and girls at McNeill School have been studying.

Naming the planets, hearing stories, drawing pictures, seeing films and filmstrips are some of the ways they have learned more about our solar system.

The unit culminated with a trip to Hardin Planetarium.

****

A STUDY OF LAW AND DRUG ABUSE

At Potter-Gray the fourth grade class of Mrs. Justice was fortunate to have Juvenile Officers Edward Word and Fred Lancaster come to their classroom on March 8th and talk to them about drugs.

The students learned many new terms; the danger of drug abuse; and to have more respect for the Law and Officers.

****

THIRD GRADERS SHAPE UP:

Recently, Mrs. Tooheys' third grade class at Potter-Gray has been studying a unit on "Happiness is Good Grooming and Exercise." The students enjoyed Mrs. Rita Hines' visit to the classroom from the Health World Spa. Some of them realized they weren't in good shape when she took them through an exercise class.

They also enjoyed having the Pro, Gordon Dean to visit the class. He explained to them what one does at the Racquet Club. Also, he demonstrated the game and shared lots of racquets with the students.

****

SPRING BRINGS........

With the coming of Spring, 1978 the kindergarten class at T.C. Cherry, along with their teacher. Mrs. Joy Wood, and student teachers and all available parents are enjoying a series of field trips. One day was spent at the W.K.U. farm getting acquainted with the cows and pigs and drinking "real" lemonade while joggling along on the biggest haywagon they had ever seen.

Another day of the same week they became temporary employes at McDonalds, as the students donned hats and punched their own time cards. Other trips anxiously anticipated include the airport, the television station, and the public library.

****

Bowling Green City School System
Office of Career Education
1801 Rockingham Lane
Bowling Green, KY. 42101

Bulk Rate
Permit No. 468
Bowling Green,
Kentucky

This newsletter is developed, printed, and disseminated pursuant to United States Office Of Education Project Grant No. 554AH70109. Points of view or opinions expressed herein do not necessarily represent official USOE position or policy.

CAREER EDUCATION in Bowling Green, Kentucky is . . .

. . . a comprehensive educational enterprise for all learners, beginning with their entry into school and following a never-ending continuum.

. . . a strategy for teaching and a vehicle by which articulation and unification of the curriculum may be established.

. . . the uniting agent of the schools, community, the family, and employers in a cooperative educational venture.

. . . a means of providing systematic information, experiences, and guidance congruent with career development which allows the learner to make a realistic career decision consistent with needs, abilities, aptitudes, and personal goals.

. . . a systematic approach which reinforces the career development process from initial career awareness, through career exploration, career preparation, and career placement.

. . . not a synonym for vocational education; however, vocational education is an integral and important part of a total career education program.

CAREER EDUCATION--the "4th R"

The Project PEOPLE curriculum is not a separate entity from the academic world. Success of this program is based on its integration into the academic curriculum: career education is not a "fifth subject" in the Bowling Green City Schools. Through this project, the students receive the basic skills with the vocational skills integrated. The curriculum has been revitalized, not rewritten, to provide the student with a continuing experience which aids the development of an awareness of the relationship of self to home, school, and community, through field observations and exploratory experiences integrated with classroom instruction in academic skills. The design is structured enough to give the teacher a feeling of security, but encourages creative and imaginative approaches. The language of Project PEOPLE is universal, and all teachers can communicate with commonality.

PROJECT PEOPLE

For Information and Scheduling of
On-Site Visits Contact:

Otto A. Mattei, Project Director
Career Education--Project PEOPLE
Bowling Green High School
Rockingham Lane
Bowling Green, Kentucky 42101

(502) 842-3323

CAREER EDUCATION . . .

. . . Relevance to the curriculum through infusion and integration into subject areas.

. . . Management of each child's interests through his participation in planning, in instructional activities, and in evaluative procedures.

. . . Life-centered education; the person-in-the-occupation serves as an organizing center for instruction.

. . . Academically related . . . resources, content, and performance are the elements of unit planning.

. . . Visible accomplishment; with invisible elements including self awareness, educational awareness, and career awareness.

. . . Communication with and involvement of parents and community--a reciprocal relationship.

. . . A finished product--results of learning experiences; attitudinal expressions; evaluative performance.

CAREER EDUCATION, K-12 is

Project PEOPLE

in the Bowling Green, Kentucky Independent School System

"CAREER EDUCATION is A STRATEGY FOR TEACHING in the Bowling Green, Kentucky, City Schools"

The career education program in the Bowling Green City Schools is in its seventh year of operation. Project PEOPLE, synonymous with Career Education, is an acronym for Personal Enhancement of Occupational Preparation through Life-Centered Education. Project PEOPLE involves the total staff, and is thoroughly institutionalized, K-12. The program is people-oriented and life-centered around the teacher, the student, and the person-in-the-occupation.

ELEMENTARY CAREER AWARENESS (K-12)

In the elementary grades, students have the opportunity to become acquainted with a variety of occupations, using the U. S. Office of Education's 15 job clusters as a reference point for career education unit studies. All schools and all staff members use career education as their strategy for teaching; one or more resource persons are interviewed by the students as part of the unit study in an effort to humanize the curriculum. Relevancy to subject matter is achieved as students aid in planning their work, using traditional texts and reference materials to relate their application to the world of work and the resource persons interviewed.

JUNIOR HIGH CAREER EXPLORATION, (8-9)

The Junior High students build upon their awareness of the world of work with the opportunity to experience "hands-on" activities in the Practical Arts program. This area affords the students a selection of ten of the fifteen job clusters for in-depth study and manipulation of the basic tools used in various occupations. Career curriculum units are presented in all classes; resource persons are interviewed as part of the continuing awareness of the world of work. Intensified guidance at the junior high level assists the student in assessment of himself and his capabilities in order to plan and prepare for his career.

SENIOR HIGH SCHOOL CAREER PREPARATION (10-12)

During the high school years, students pursue their tentative career choice with a program of studies which will prepare them for future work. An on-campus high school vocational program provides the students with a variety of experiences for skill development. All academic areas include career education unit studies; again, the relationship between the subject being taught and its use in the real world is stressed as human resources are utilized. An on-campus placement service offers students employment positions in either part-time or full-time job situations.

CAREER EDUCATION

BULLETIN BOARD

Ideas

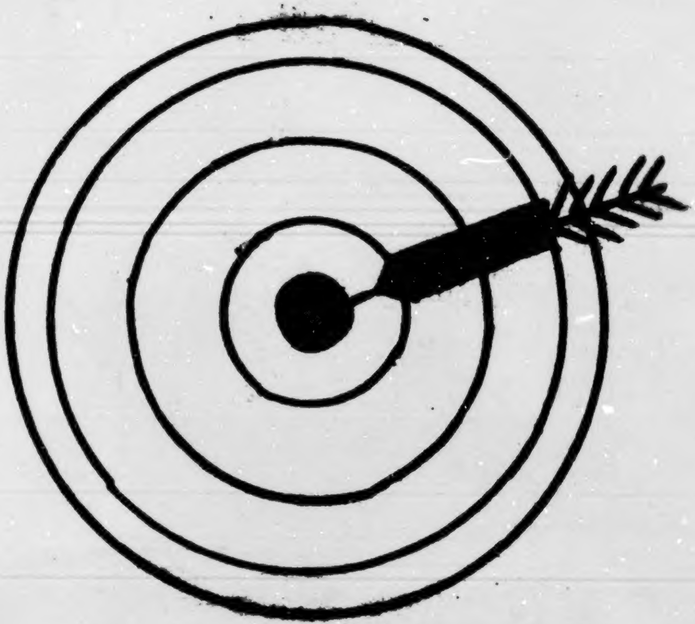
Bowling Green, Kentucky City Schools

You're On The Right Track...

....With Career Education

Carol Laird
Counselor
T.C. Cherry School
Bowling Green City Schools

YOU CAN'T MISS...



..WITH KNOWLEDGE OF CAREERS

Carol Laird
Counselor
T.C. Cherry School
Bowling Green City Schools

Food Careers

(USE FOOD CONTAINERS TO MAKE CHARACTERS. USE CONSTRUCTION PAPER FOR ARMS, LEGS, EYES, ETC.)

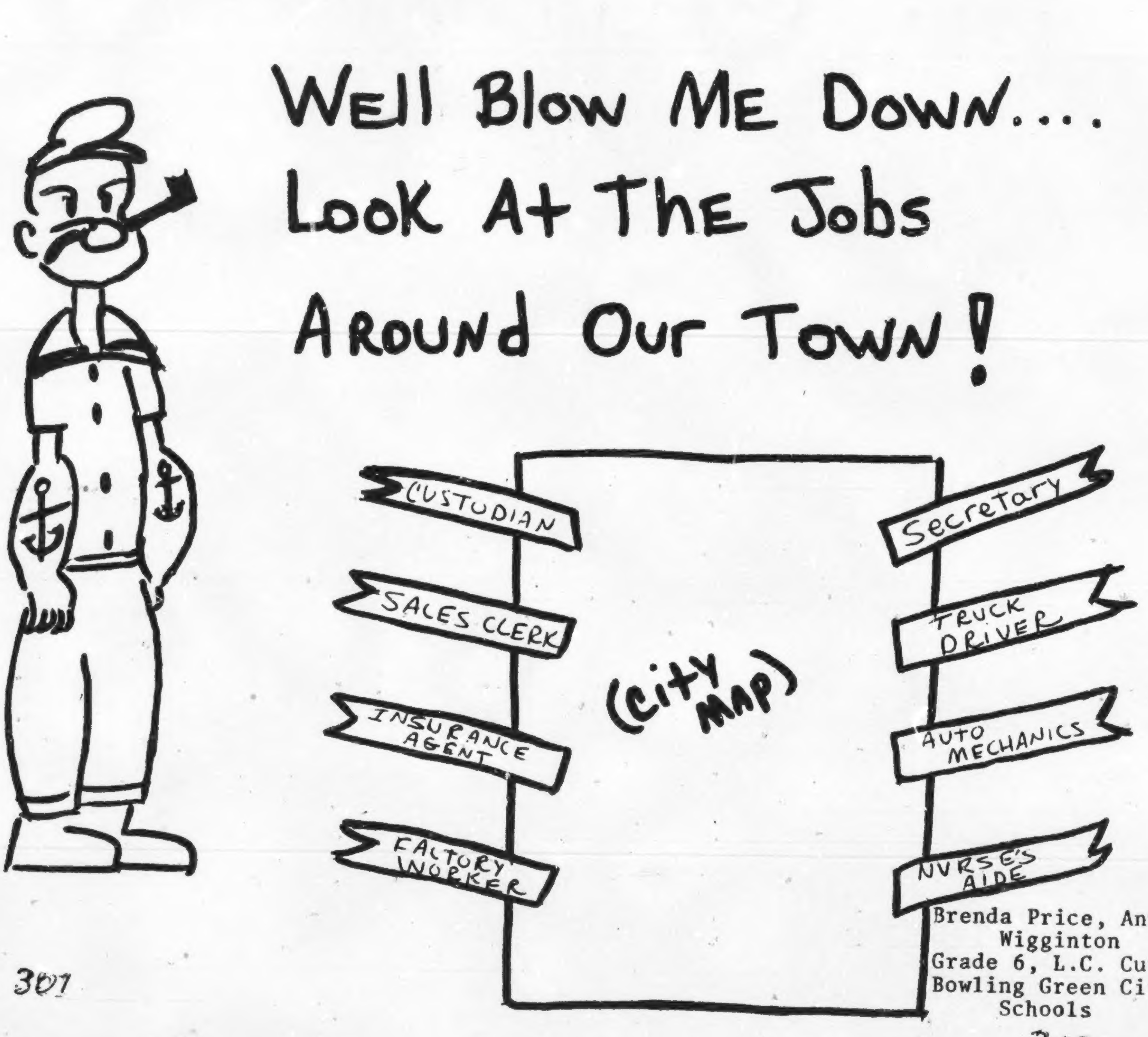
Brenda Price
Grade 6
L.C. Curry School
Bowling Green City Schools

Brenda Price
Grade 6
L.C. Curry School
Bowling Green City Schools

Aim At The World Of . . .

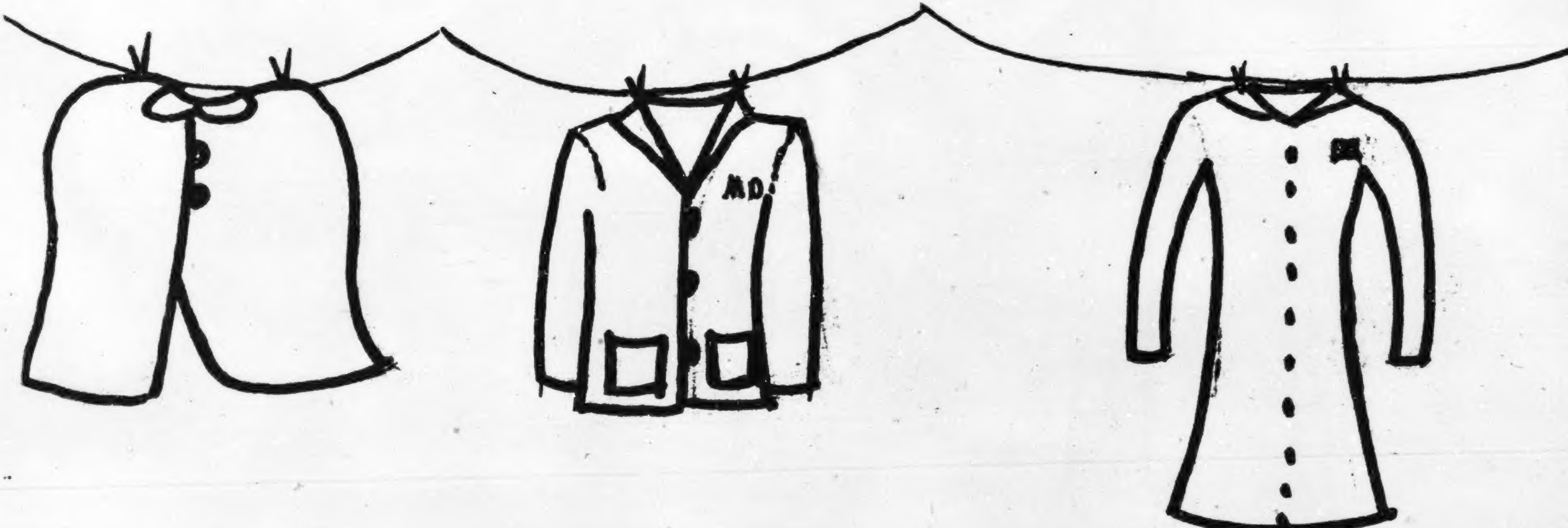
. . . Opportunity

(Pictures of people in various occupations mounted on stars)

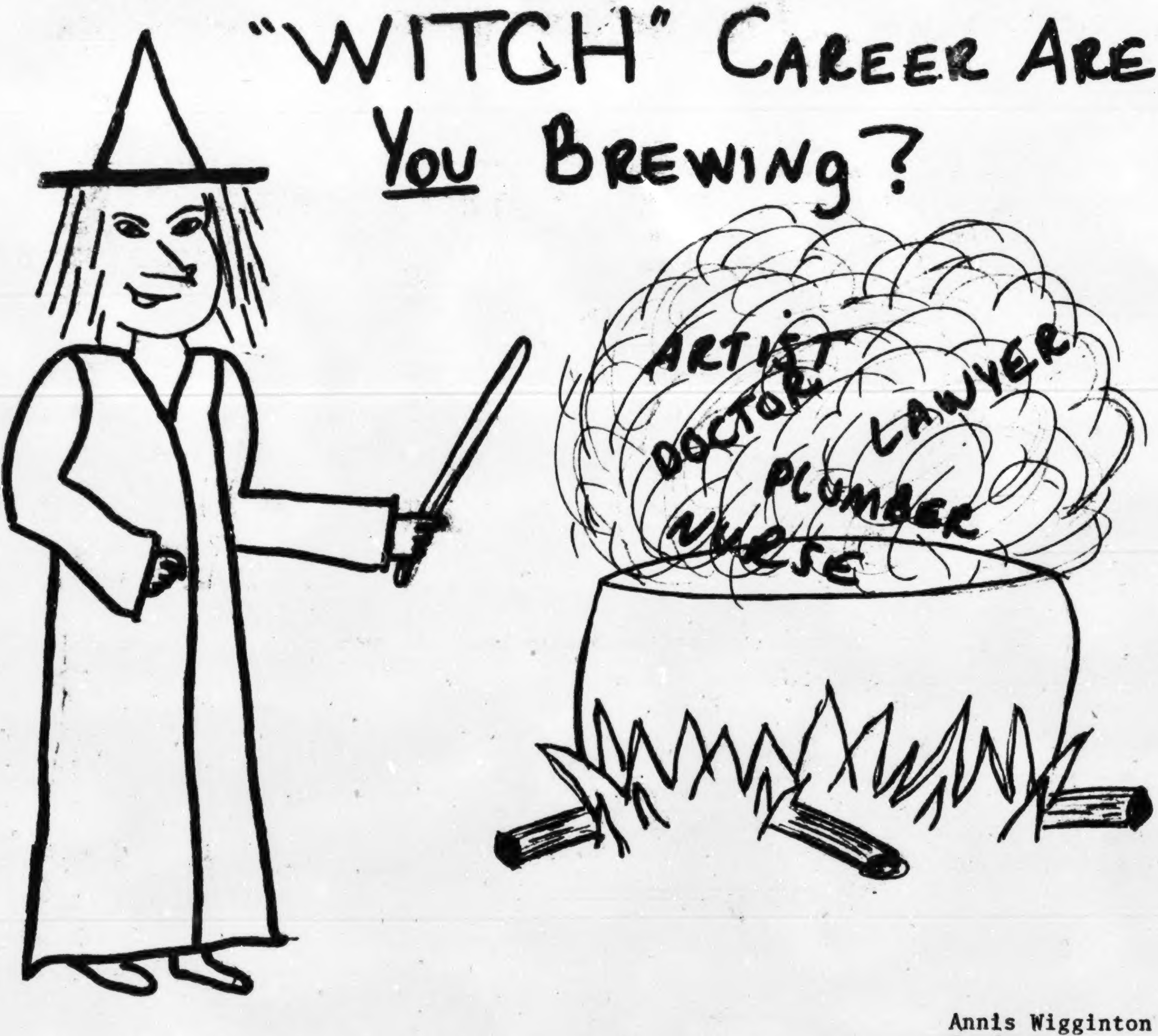


Brenda Price, Annis Wigginton
Grade 6, L.C. Curry Ele.
Bowling Green City Schools

CAREER CLOTHES LINE



Diane Sharer
Grade 2, L.C. Curry School
Bowling Green City Schools



Annis Wigginton
Grade 6
L.C. Curry School
Bowling Green City School

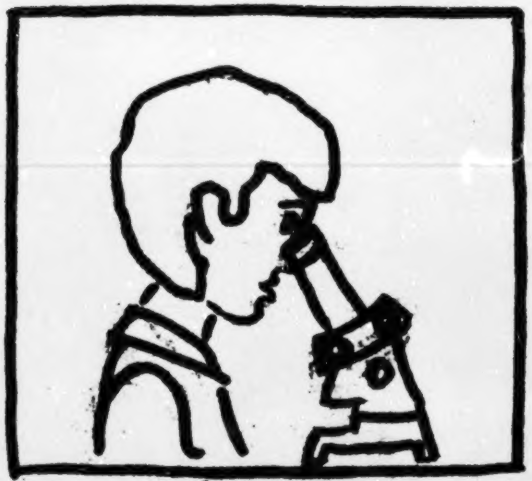
WE AIN'T TALKING TURKEY...

"MAYBE I SHOULD HAVE BEEN A DOCTOR!"

...KEEP A CAREER IN MIND

Annis Wigginton
Grade 6
L.C. Curry School
Bowling Green City School

SPRING INTO YOUR FUTURE . . .



NOW

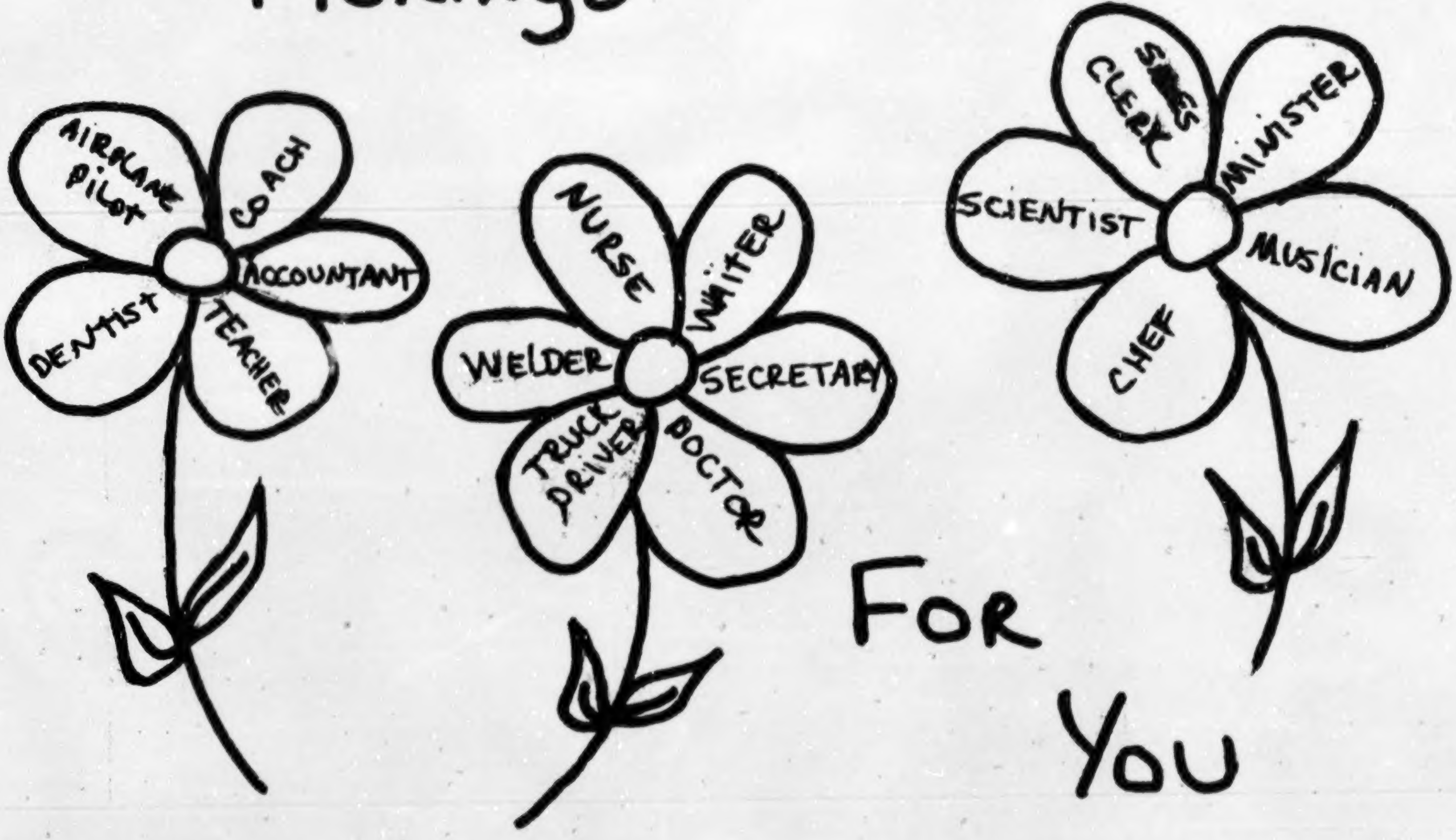
(Picture of A Doctor)

LATER

. . . . CHOOSE A CAREER

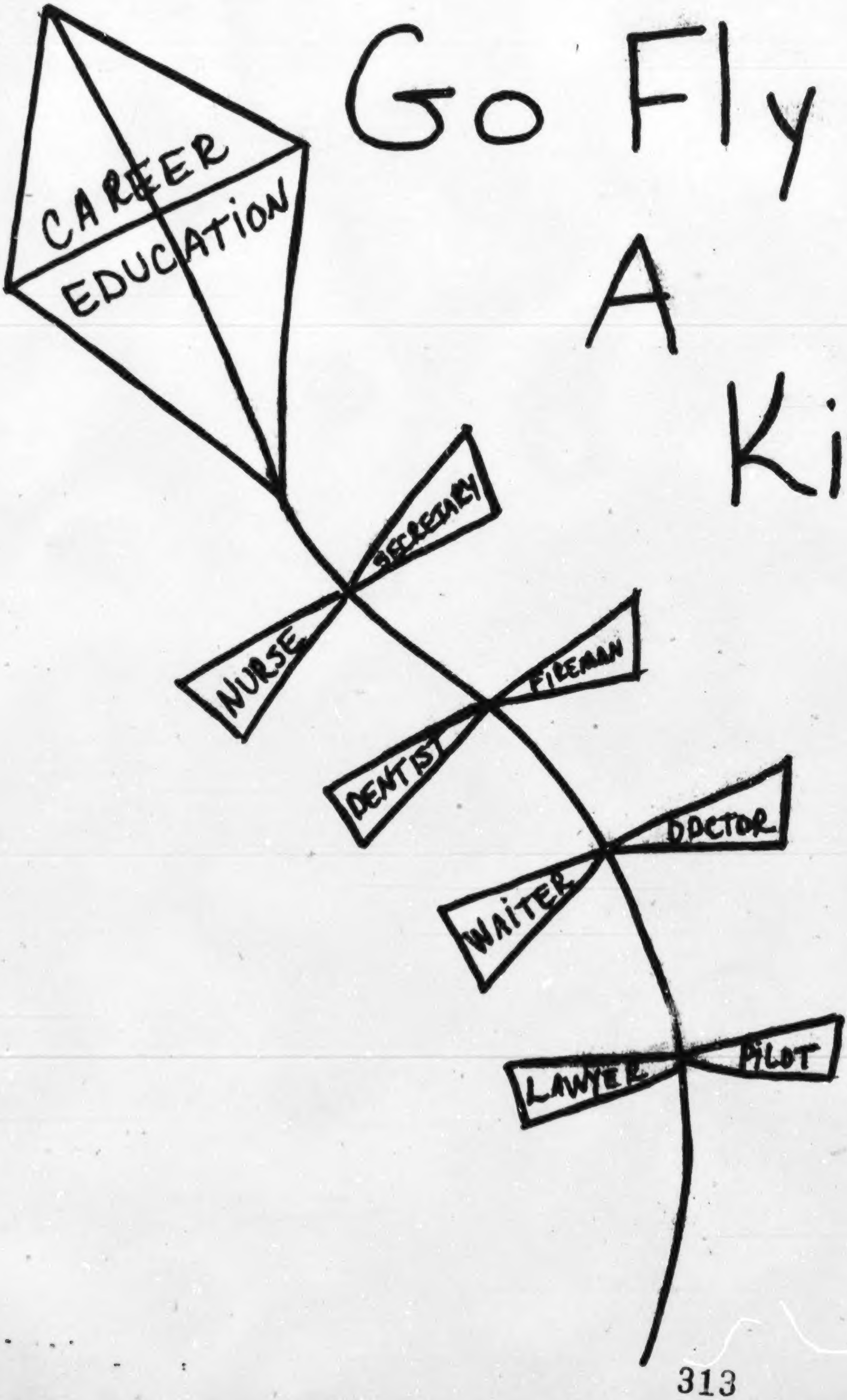
Frances Davis
Grades 3 & 4
L.C. Curry School
Bowling Green City
Schools

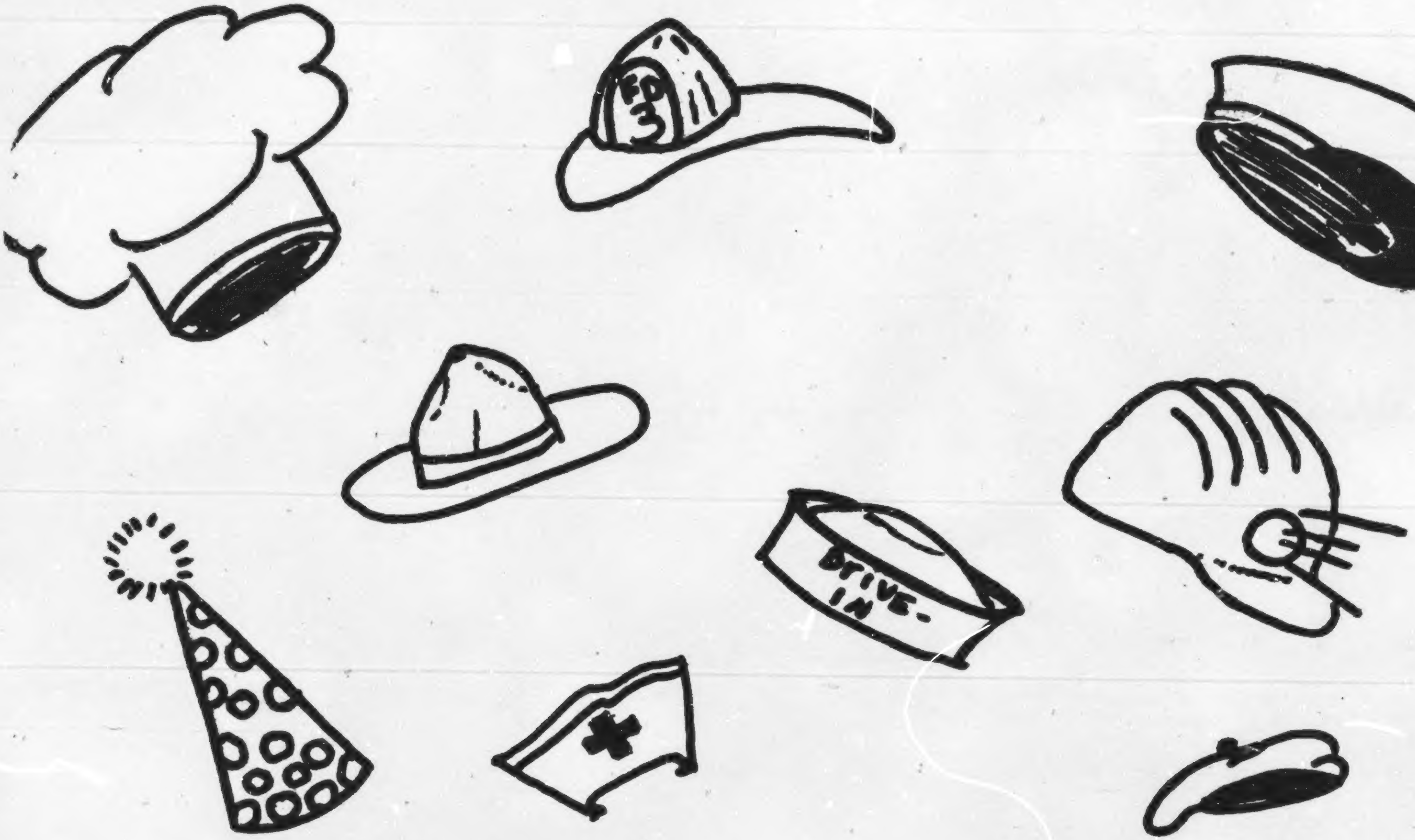
GREAT Pickings



Bowling Green City Schools

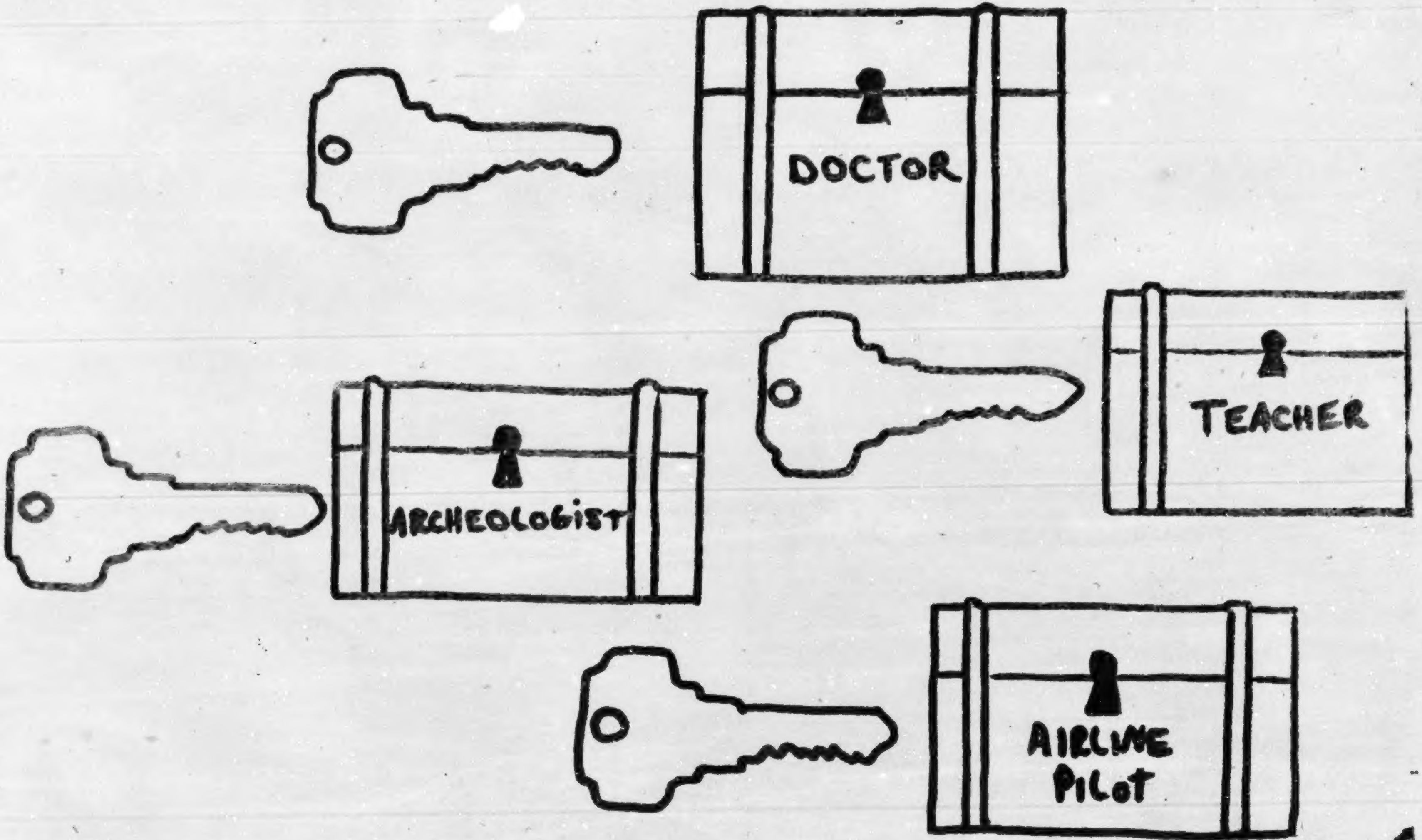
Go Fly A Kite!


CAREER EDUCATION
SECRETARY
NURSE
FIREMAN
DENTIST
DOCTOR
WAITER
LAWYER
PILOT



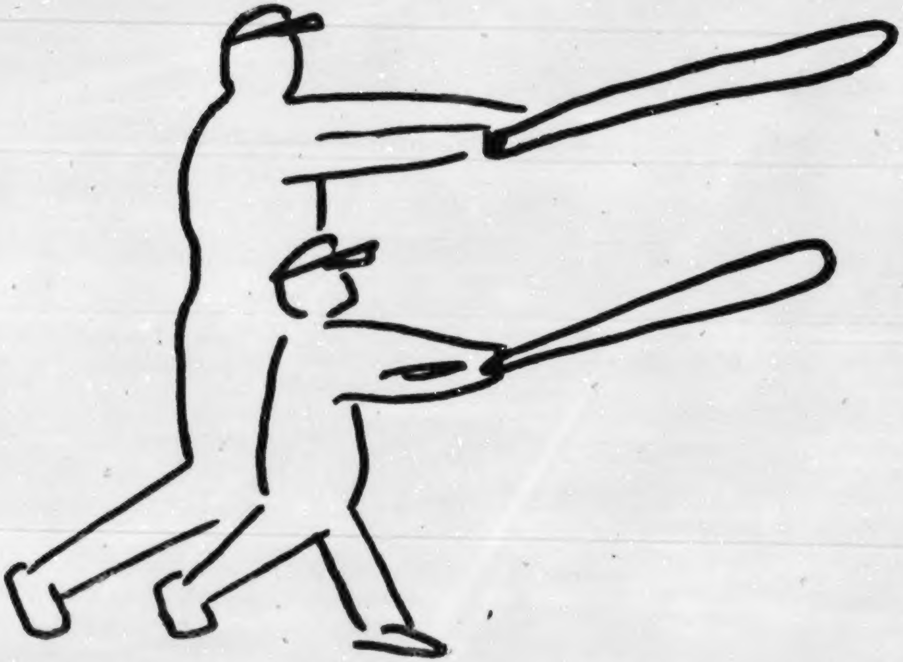
Which Fits YOU Best?

Education Is The Key To Your Future



Which Key Works Best For You?

Bowling Green City Schools



What You Are Starts With

What You **WANT TO BE**

Carol Laird, Counselor
T.C. Cherry School
Bowling Green City Schools

Bowling Green City Schools

CAREER DEVELOPMENT STUDENT RECORD
(please print or type, see other side)

NAME ______________________ DATE OF BIRTH ______________

SOCIAL SECURITY NO. ______________________

Grade Level	School Year	Tenative Career Choice (write UN if unknown)	Ability Level* (Stanine)	Achievement Level* (Stanine)
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

*Use Stanine scores if available, otherwise leave blank.

Placement upon leaving school (after age 16) check areas applicable :

To be completed by
High School Guidance Office
or Placement Official

WORK EXPERIENCES

____ Employed in full time job

____ Employed in part time job

____ Entered Technical Training Program

____ Entered Baccalaureate Program

____ Unplaced

____ Unknown

____ Married

____ Other ______________

____

____

Career Development Student Record cont'd

OCCUPATIONAL CLUSTERS STUDIED

Please Check Code as Follows :

✓ = Awareness (1 through 12)
X = Practical Arts Program (Jr. High)
✓✓ =Preparation specific skills (High School)

Clusters Grade Level :	K	1	2	3	4	5	6	7	8	9	10*	11*	12*
Public Service													
Health													
Consumer Homemaking and Related Occupations													
Agri-Business and Natural Resources													
Hospitality and Recreation													
Personal Services													
Construction													
Manufacturing													
Communication and Media													
Transportation													
Marketing and Distribution													
Environmental Control													
Business and Office													
Fine Arts and Humanities													
Marine Science													

*When chart above is not applicable for grades 10, 11, and 12, list Preparatory Program (this includes pre-professional) separately. When applicable, list Major Course of Study.

Grade	Preparatory Program	Major Course of Study
10		
11		
12		

Bowling Green City Schools

Bowling Green, Kentucky

This Certifies That

has Contributed Significant Talent to

Career Education

in Bowling Green Schools

School ____________________ Date ____________________

Teacher ____________________ Principal ____________________

THE BOWLING GREEN CAREER EDUCATION MODEL K–12 (REVISED DEC. 1976)

	APPRECIATIONS AND ATTITUDES	SELF AWARENESS	DECISION MAKING	EDUCATIONAL AWARENESS	CAREER AWARENESS	CONSUMER–ECONOMIC AWARENESS	SKILL AWARENESS BEGINNING COMPETENCE	EMPLOYABILITY SKILLS
K	Appreciate the importance of each individual in the world of work.	Understand the rights and importance of being a contributing individual in relation to others.	Become aware of cause and effect in making decisions.	Be aware that unit and free-play activities are an introduction to the world of work.	Be aware of the fact that people work.	Understand that we work for what we receive.	Identify different tools for different careers.	Understand the need to share and cooperate to complete tasks.
1	Understand the importance of the individual and his role in the home, school, and community.	Know the importance of "self" as a contributing individual and as a worthy member of school and community.	Be aware of the consequences of personal decision-making.	Understand that the development of basic skills is necessary to community life.	Continue awareness of the variety of jobs in the world of work-dealing with specific jobs.	Be aware that we work for money to pay for goods and services.	Be aware that school is a job that requires mastery of basic skills for success.	Acquire the ability to develop rules with others, accept direction and take responsibility.
2	Be aware of the importance of getting along with other people.	Be aware of the capabilities and limitations of individuals.	Analyze alternatives to problems.	Relate basic skill development to life roles within the community.	Gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	Understand that we work for and distinguish between what is wanted and what is needed.	Understand the use of various communication tools and their effect on life-style and future career choice.	Identify styles of interaction that contribute to individual and group goals.
3	Realize the contributions of community members to the student and others.	Recognize that learning tools are necessary in achieving individual goals and that good attitudes should be developed toward them.	Identify the steps in the decision-making process.	Be aware of the importance of learned skills in life roles; be aware of likenesses and differences between the learned skills and real-life situations.	Compare local jobs to jobs in other geographical areas.	Have an awareness of the relationship between the basic monetary system and out work system.	Understand the use of career and communication tools and their effect on life-style and future career choices.	Be conscious of ways to resolve personal conflict between individual and group goals.
4	Be aware of the wage earners job and how it affects the home unit; emphasize the child's responsibility and contributions to the home unit.	Relate the mastery of educational and motor skills to individual success.	Realize the need for goals in the life-style decisions.	Be aware of individual strengths and weaknesses as related to peer groups.	Group cluster jobs according to similarity of job performances.	Begin to understand the process of production, distribution and consumption of goods and services.	Be aware of the process of production and distribution of goods and services.	Participate in active groups in order to develop individual and group goals.
5	Appreciate all forms of human endeavor and work and understand the importance of all careers and their contribution to society; analyze working roles as to advantages and disadvantages.	Be aware of the individuals rights and responsibilities as a worker and as a consumer.	Apply decision-making processes to school related problems.	Be aware of the relationships between the role of the individual and the environment and the roles of selected adults.	Understand the impact of career clusters on life styles.	Be aware of the law of supply and demand.	Understand the processes of mass production and master several measurement tools.	Understand how to relate the school environment to society at large and the need for structure and order.
6	Understand the relationship between occupations and their growth and development.	Develop self perception of abilities and interests.	Weigh long and short range effects of different alternatives to specific problems. Be aware of cause and effect in making decisions.	Understand the relationships between people and their effect on the accomplishment of tasks.	Recognize abilities and skills required for various career clusters.	Introduce concepts of producers and consumers; Understand that specialization creates an interdependent society–everyone functions in both roles.	Understand tools and processes used in research. Simple machines combined to produce complex machinery.	Identify the individual's role in society and its effect on increased personal satisfaction and improved group achievement and morale.

	APPRECIATIONS AND ATTITUDES	SELF AWARENESS	DECISION MAKING	EDUCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC--CONSUMER AWARENESS	SKILL AWARENESS BEGINNING COMPETENCE	EMPLOYABILITY SKILLS
7	Accept, respect, and evaluate various forms of human endeavor and work.	Develop self-perception of abilities and interests as related to actual career requirements.	Consider previous career decisions and survey career cluster for in-depth analysis.	Identify and understand values as they relate to life-styles, regardless of economic condition.	Understand the relationships between attitudes and values and career clusters.	Acquaint the student with the concept of management of finances and wise spending.	Broaden the understanding of the use of tools and processes found in career clusters.	Understand the social and personal relationship and their effect on employment.
8	Understand the impact or work in one's life and resulting need to make a tentative career choice.	Choose career clusters as related to interests and abilities.	Choose a tentative career based on counseling, exploration and all available information.	Identify present life-style and conditions determining that style.	Understand the relationships between attitudes and values and career clusters.	Understand the tools of business: read and interpret tables, graphs, and charts used as a consumer.	Master certain processes and manipulate basic tools used in research.	Relate personal and social interaction skills, to career clusters.
9	Relate attitudes and awareness to specific or related job clusters and understand the importance of all careers and their contribution to society.	Build reality awareness perception of "Where I am compared to where I want to be."	Be aware that career decisions are flexible at the expense of time, effort, and money.	Determine a tentative personal schedule to acquire necessary and desired special skills.	Survey and explore career clusters in depth based on interests, values, and abilities. Identify necessary abilities required in selected cluster.	Understand economic potential as related to career clusters; i.e., relate cost of entering a field and expected income.	Match necessary skills and processes with selected career clusters.	Recognize the skills necessary to acquire, maintain and progress in employment.
10	Make a tentative committment to the selection of a career based on individual attitudes, values, and education.	Relate personal values and influence of other's values on career choice.	Apply all available resources to probable career choices and consider post high school educational directions.	Based upon special interests, assess and implement a personal plan to obtain the necessary or required special skills.	Reasses abilities, interests, and attitudes according to selected career and life-style. Determine further requirements needed. Gain planned work experience.	Understand the financial and legal instruments that govern and protect the worker. Relate this to various roles assumed in the economy.	Match individual abilities and interests with skills and processes needed in career clusters.	Develop personal and social interaction skills related to in-depth study of one's career choice.
11	Understand the tasks required within chosen job cluster(s) and develop the specific skills needed.	Modify and/or accept differences between the individual's personal values and the influence of others on career choices.	Apply available resources to chosen career. Firm up decisions concerning post high school plans.	Begin to acquire special skills needed for predicted or desired life-style.	Assess personal abilities required in tentative career choice in regard to necessary abilities.	Relate legal and financial responsibilities to career clusters in general.	Develop skills basic to the chosen career cluster.	Plan and explore at least three alternative for job placement.
12	Make specific application of skills learned.	Develop self-confidence in anticipated career choice.	Formulate plan for in-depth study of selected career clusters.	Plan the acquisition of the necessary skills remaining for chosen life-style and/or on-site work experience activities.	Compare abilities, interests, and attitudes with selected career and life-style. Determine other requirements needed.	Understand the relationship of legal and financial considerations to a specific career cluster and personal and family matters.	Master the skills basic to chosen career clusters and develop skills related to a specific job.	Develop employabilit skills necessary for the anticipated job through work experience.